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ABSTRACT

Described is a 4-year project to design and implement a competency-based training model which prepared teachers and administrators for careers in early childhood programs that integrate normal and handicapped children. Discussed in the introductory chapter are the project's rationale, overview, objectives, and training setting. Chapters II through V cover such aspects of the competency model achievement strategies as the process for selecting trainees; development of a teacher assessment profile; the didactic module (including coursework in child development, independent study, and guest lectures on meeting the special needs of handicapped preschoolers); and the practicum module (including direct classroom experience, curriculum design, and child assessment techniques). Attention is given in Chapter VI to a survey designed to assess how exposure to the integrated preschool program affected trainees' development of accepting attitudes toward handicapped children. The concluding chapters focus on dissemination of project materials and project evaluation. Also provided are numerous charts and tables; bibliographies of books, journal articles, and films; and 9 appendixes (including a discussion of labeling and guidelines for curriculum design). (LH)

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# Careers in Integrated
# Early Childhood Prog

ED112628

# CAREERS IN INTEGRATED EARLY CHILDHOOD PROGRAMS

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Finally, our gratitude to the children in our program, who had no difficulty with the concept that "a child is a child".

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# Chapter I

# INTRODUCTION

## Background

There is widespread agreement and evidence that early intervention and appropriate stimulation of children with mental retardation, sensory disabilities, and/or developmental lags result in improved functioning. The probability of "difficult-to-reverse" gaps occurring in their cognitive, motor, and affective development is also believed to be minimized (Bruner, 1970; de Lorenzo, 1966; Heber & Garber, 1975; Klaus & Gray, 1969; Shearer, 1975).

The 70's have been characterized by a "normalization" movement which encourages maintaining children with identifiable disabilities in the home and community and, if at all possible, to avoid hospitalization.

This point of view was underscored by the early studies of Skoda and Skeels (1949) and in the last decade by Skeels (1966), the President's Panel on Mental Retardation (1969), and the Los Angeles County Mental Retardation Joint Agencies Board (1970).

The expansion of infant development and preschool programs has been given impetus by both Federal and State grants and, in some cases, legislation. Many school districts have established ancillary programs for children three and four years of age, while others have studied the feasibility of establishing such programs as part of the regular public school system.

The trend to keep children with disabilities in the community raised the problem of training personnel to staff the developing integrated programs. Over the past decades, the major approach to providing services for children with disabilities has been the proliferation of special, segregated programs (Kirk, 1962). As a result of the focus on the specialization of programs, training of personnel and professional experience had become concomitantly narrow. The parochial direction which the training of personnel followed discouraged many talented young people from becoming involved with the mentally retarded. Further, the changing employment situation reduced job opportunities for teachers, thereby adding to the uncertainty of following narrow, specialized training programs. In addition, there was a growing body of data that brought into question some of the practices current in special education.

The work of Gardner (1966) and Kirk (1964) indicated that special classes do not yield more positive outcomes for either academic or social adjustment factors than do the regular grades. Saunders (1971) did not observe behavioral contagion when emotionally disturbed children were placed in a regular classroom. Although arguments in favor of the segregated classroom stress that the retardates' social status in the regular class is low (Johnson, 1962; Jordan, 1959), Rucker, et al. (1969) indicated that the retardate is seemingly unaware of his lower status in the regular class. Goodman, et al. (1971) concluded that the social rejection of educable mentally retarded (EMR) children, whether placed in an integrated or segregated class, is significantly greater than normal children. Goodman's results also indicated that younger children are more accepting of others than older children.

Gampel, et al. (1974) found "that four months after the school year began the integrated EMR children behaved more similarly to nonlabeled EMR children than to their segregated peers". (p. 16)

Dunn (1968, 1970) recommended an end to the isolation and segregation of children with handicaps. He further called for the establishment of new programs that would provide for the special needs of children through clinical education. Christopolos (1973) emphatically endorsed the multi-ability grouping of children.

It was suggested that when children with disabilities are integrated in small numbers into well-designed regular preschool programs, they will tend to be perceived as more like than unlike their peers (Mercer, 1970).

More recent support for the integration of children with disabilities is found in the papers of Bradfield, et al. (1973), Hunt (1974), Rapier (1972), and Unger (1968). A compilation of studies is found in Glockner's (1973) publication "Integrating Handicapped Children into Regular Classrooms".

The growing national endorsement of the integration of children with disabilities into regular rather than segregated classes was given momentum by civil rights litigation, e.g., Diana V. Board of Education, Civil Action No. C-70-37, N.D. Cal. 1970 (Kirp, et al. 1974) and the passage in 1972 of Public Law 92424 which required that children with handicaps constitute 10% of the enrollment in Head Start programs. In California, the Master Plan for Special Education proposed a significant decrease in the number of differential diagnostic categories and encouraged the increased transition of children with disabilities from special to regular education programs.

It should be noted that training for preschool teachers in many universities has been traditionally under the umbrella of the Home Economics Departments, whereas training for elementary and secondary teachers is found in the Education Departments. Until May 1970 no specific educational qualifications were needed to teach in private licensed preschools in California. In 1970, private preschool teachers were required to obtain 12 units of college preparation within six years. Educational requirements were higher in tax supported Children's Centers, but still below that needed by teachers at the elementary and secondary levels.

## Overview of Project

The project "Careers in Integrated Early Childhood Programs" was initiated in September, 1971 at California State University, Northridge, Preschool Laboratory of the Home Economics Department. The purpose of this project was the specification of competencies required to staff early childhood programs integrating children with disabilities and to train personnel competent to staff both public and private integrated preschools. The term "integrated" used in this project refers to the inclusion in regular preschool classes of children with mental retardation, sensory disabilities, and/or developmental lags from various racial, ethnic, and socioeconomic backgrounds. The duration of the project was four years, from September 1971 to August 1975. The project was funded by the Department of Health, Education and Welfare, Social Rehabilitation Service, Rehabilitation Services Administration.

The funds allocated to partially support this project over a four year period were $223,640. A summary of the "individuals" directly and indirectly affected by the project follow:

| | | | |
|---|---|---|---|
| a) | Individuals trained | 44 | |
| b) | Children funded | 44 | |
| c) | Student Aides | 275 | |
| d) | University students' observations | 44,968 | hours |
| e) | Off-campus visitors | 2,369 | hours |
| f) | Professionals receiving materials | 1,773 | |
| g) | Publications (professional and non-professional) | 1,195 | column inches |

## Project Objectives

The contracted objectives of the project follow:

I. Establish and develop new career positions for students whose terminal degree would be baccalaureate or masters. Provide letters of completion of training for integrated preschool positions as follows:

a) Clinical Director

b) Developmental Head Teacher

c) Developmental Assistant Teacher

d) Student Aide.

The core training program would provide knowledge and competency in:

a) understanding differences in the growth and development of preschool children in cognitive, motor, and affective domains

b) employing standardized measures and designing clinical instruments for assessing pre- and post-intervention behaviors

c) constructing behavioral objectives for groups and individual children

d) prescribing appropriate learning opportunities for groups and individual children

e) changing prescriptions based on systematic assessment

g) maintaining adequate records

h) budgeting and purchasing parsimoniously for the program

i) conducting parent conferences and involving parents in the program

j) interpreting the goals of the program to the on- and off-campus community.

II. Extend and utilize existing on-and off-campus resources in the training for the new careers to:

a) enrich training through utilization of various department faculties and resources

b) provide field experiences to on-and off-campus day care centers, private and public preschools, and clinics

c) utilize the on-campus multi-media audio visual department.

III. Promote positive accepting attitudes in university students (who will be entering various professions) toward the mentally retarded and children with developmental lags in non-segregated programs.

IV. Conduct in-service training programs for resident staff, public and private preschool teachers, and administrators.

V. Demonstrate the use of methods for insuring on-going open communication between school, home, and community.

The Setting

The physical facilities included two remodeled homes with adjacent play yards, bathrooms, storage facilities, kitchen, and office space. Each classroom had sound-equipped observation booths (with one-way mirrors) and seating capacities ranging from 15 to 25 adults. There was a classroom in one building which measured approximately 40' x 23' exclusive of storage areas. In the second building there were two adjoining classrooms, one of approximately 40' x 23, and an additional "L" shaped room which measured 13' x 16' x 20'. The rooms were equipped with scaled-down tables, chairs, bookshelves, cubbyholes, and counter space. There was a rich variety of indoor equipment including blocks, manipulative toys, art materials, musical instruments (a piano in one room), books, records, phonographs, and a housekeeping corner. Each classroom accommodated 18 children.

The outdoor play areas consisted of one acre of completely fenced flat land containing many shade trees. The areas were divided into black-topped tricycle and wheel toy paths, grassy areas, and some covered spaces. Outdoor equipment included swings, climbing towers and bars, a treehouse, barrels, ladders, walking boards, wheel toys, hollow blocks, outdoor easels, sand boxes, a fenced animal yard, and a vegetable garden.

## Children

The University Preschool Laboratory was integrated through the enrollment of 12 children with disabilities, (Table 1 ), including mental retardation, deafness, mild cerebral palsy, and developmental lags, into the "normal" population. The total enrollment in 1971-72 was 52 children, ranging in age from approximately three to five. In 1973-75, the enrollment was increased to 72. The level of intellectual functioning ranged from untestable to gifted. The majority of children were middle class, caucasian, with average or above average intelligence.

## Table 1

Description of Children with Disabilities 1971-75

| Disability: | | Sex: | |
|---|---|---|---|
| Blindness | 1 | Boy | 28 |
| Cerebral Palsy | 3 | Girl | 16 |
| Deafness, Hard of Hearing | 3 | | 44 |
| Developmental Lag | 5 | Race and Ethnic Group: | |
| Down's Syndrome | 6 | | |
| Economic Disadvantage | 9 | Black | 4 |
| Emotional Problem | 3 | Caucasian | 29 |
| General Mental Retardation | 11 | Chicano | 7 |
| Speech Deficit | 3 | American Indian | 3 |
| | | Oriental | 1 |
| | 44 | | 44 |

An average of 12 children with disabilities were enrolled in the preschool each year. Since some children remained in the program two or more years, the total for the four years was 44.

### Classroom Organization

During the project, class organization was changed from homogeneous to heterogeneous age groupings in February 1974. Class size was increased from 16 to 18 children in September 1974. Each class included three children with disabilities. The classrooms were supervised by a Developmental Head Teacher, two Developmental Assistant Teachers, and one or more Student Aides. ( Table 2)

## Table 2

### Classroom Staffing and Participation Pattern 1971-75

| | Fall 1971 | Spring 1972 | Fall 1972 | Spring 1973 | Fall 1973 | Spring 1974 | Fall 1974 |
|---|---|---|---|---|---|---|---|
| Developmental Head Teachers | 4* | 4* | 4* | 4* | 4* | 2** | 2** |
| CSUN Funded Developmental Assistant Teachers | 3 | 2 | | | | | |
| CSUN Course Credit Developmental Assistant Teachers | | | 4 | 4 | 4 | 2 | 5 |
| DHEW Developmental Assistant Teachers | 4 | 4 | 5 | 5 | 5 | 5 | 5 |
| Student Aides HE 431 L (one unit each) | 11 | 34 | 21 | 28 | 54 | 38 | 42 |

Training periods varied from one to two semesters.

* half time ** full time all others - half time or less.

## Table 2

Classroom Staffing and Participation Pattern 1971-75

|  | Fall 1971 | Spring 1972 | Fall 1972 | Spring 1973 | Fall 1973 | Spring 1974 | Fall 1974 | Spring 1975 |
|---|---|---|---|---|---|---|---|---|
|  | 4* | 4* | 4* | 4* | 4* | 2** | 2** | 2** |
| ers | 3 | 2 |  |  |  |  |  |  |
| dit |  |  |  |  |  |  |  |  |
| ers |  |  | 4 | 4 | 4 | 2 | 5 | 7 |
| al ers | 4 | 4 | 5 | 5 | 5 | 5 | 5 | 5 |
|  | 11 | 34 | 21 | 28 | 54 | 38 | 42 | 47 |

riods varied from one to two semesters.

** full time    all others - half time or less.

At the beginning of the project, the half-day sessions were held three, four, and five days per week. In 1974, the schedule was changed to three or five one-half day sessions per week, allowing an additional afternoon for staff in-service meetings and adjunct activities. Children attended two and one-half hour sessions from 9 A.M. to 11:30 A.M. or 12:30 P.M. to 3 P.M.

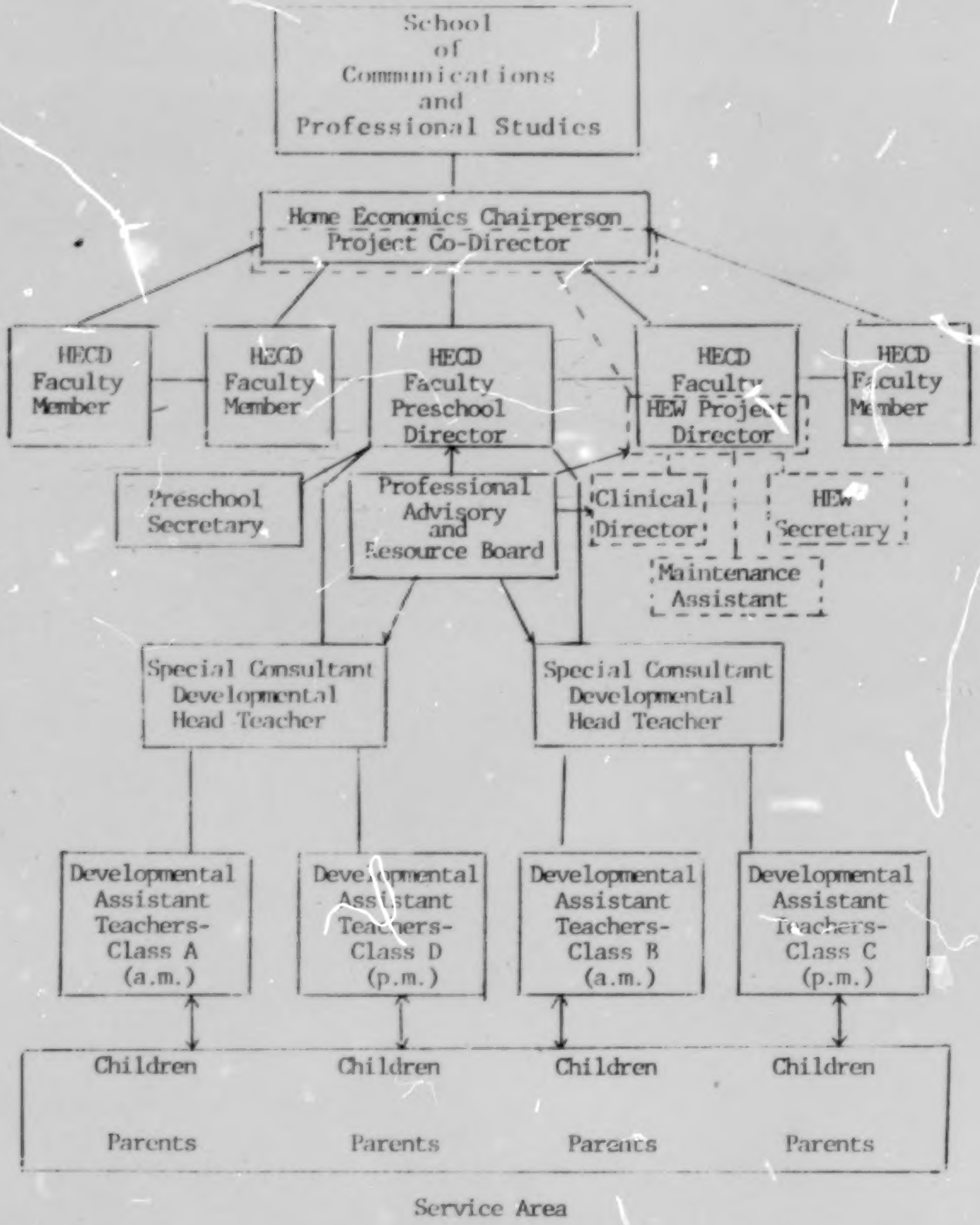
## The Staff

The following positions constituted the Preschool Laboratory and Project staff:

| | |
|---|---|
| Preschool Laboratory Director | member of the Home Economics Department Faculty, administered the preschool in consultation with chairperson and child development faculty of the Home Economics Department. |
| Project Director | member of the Home Economics Department Faculty, administered the Department of Health, Education and Welfare grant and other preschool laboratory research in cooperation with other listed department staff. |
| Project Co-Director | chairperson of Home Economics Department, provided leadership to total preschool staff and responsible for project's statistical analyses. |
| Project Clinical Director | project staff position - implemented project objectives under direction of project directors; provided day to day supervision of project training activities; collected and assisted in analysis of data. |

Figure 1

ORGANIZATION CHART 1975


School of Communications and Professional Studies
Home Economics Chairperson Project Co-Director
HECD Faculty Member
HECD Faculty Member
HECD Faculty Preschool Director
HECD Faculty HEW Project Director
HECD Faculty Member
Preschool Secretary
Professional Advisory and Resource Board
Clinical Director
HEW Secretary
Maintenance Assistant
Special Consultant Developmental Head Teacher
Special Consultant Developmental Head Teacher
Developmental Assistant Teachers-Class A (a.m.)
Developmental Assistant Teachers-Class D (p.m.)
Developmental Assistant Teachers-Class B (a.m.)
Developmental Assistant Teachers-Class C (p.m.)
Children
Children
Children
Children
Parents
Parents
Parents
Parents
Service Area

Legend:

HECD: Home Economics Child Development

_ _ _ HEW Project

Designed by A. Clark

lec 6/75

| | |
|---|---|
| Developmental Head Teachers | special consultant positions, responsible for the program and children in a particular classroom. Supervised the University students assigned to that classroom. |
| Developmental Assistant Teachers (trainees) | University students assigned to particular class for training purposes. Some trainees received project grant stipends and others university course credit. |
| Student Aides | University students assigned to a particular preschool class from four to eight hours per week as part of a laboratory attached to a university course. |

(See Figure 1 for Organization Chart)

## Philosophy of Preschool Laboratory

Although proponents of a particular philosophy will argue the point, no one philosophy or method of teaching preschool children or human beings in general has been recognized or identified as the most reliable, worthwhile, and effective course to follow. Thus the Preschool Laboratory at California State University, Northridge, pursues an eclectic course which draws from the philosophies, theories, and methodologies of Bruner (1970), Dewey (1940), Fernald (1943), Froebel (1899), Kagan (1971), Montessori (1914), Rousseau (1962), Skinner (1971), Piaget (1969), and its own creative staff and students.

The complex and dynamic interactions between environmental and maturational variables are recognized in viewing the child's evolving growth and development. The staff attempts to design a program geared to respecting, understanding, and nurturing the individual child's unique combination of abilities. The program provides an environment in which the child may pursue his/her own interests within a framework of socially acceptable behaviors. Parent involvement in the program is recognized as a key factor in helping the children progress.

Goals for the children were directed toward enhancing the development of:

a) a positive self-concept

b) socialization

c) curiosity

d) exploratory behavior

e) problem solving

f) creative expression

g) cognitive concepts

h) expressive and receptive language

i) sensory awareness

j) gross and fine motor control.

Values included:

a) attitudes which reflect respect for the worth of each child regardless of ability, disability, color, or creed

b) openness to change

c) acceptance of constructive suggestions

d) facilitation of warm and open relationships.

(See Appendix A "What's In A Label".)

## Organization of Report

The project objectives have been subsumed under the following major implementation areas in order to improve the organization of the report.

| | |
|---|---|
| Chapter I | Introduction |
| Chapter II | Selection Process |
| Chapter III | Development of a Teacher Assessment Profile |
| Chapter IV | Didactic Module |

| | |
|---|---|
| Chapter V | Practicum Module |
| Chapter VI | Attitudes toward Individuals with Disabilities |
| Chapter VII | Dissemination |
| Chapter VIII | Evaluation of the Project |

The grant has made us look at how preschool teachers are trained. It has also enabled us to begin to spell out the competencies and training components required to develop the knowledge, skills, and attitudes needed in integrated early childhood programs. Additionally, the project led to a close examination of the didactic material offered university students. When one looks for models of definable sequences for the training of teachers of young children and, in particular, integrated programs, one enters virgin territory. We attempted to explore this territory and to document a workable and effective pattern of career preparation.

## The Competency Model

## Achievement Strategies

## Chapters II - V

# Chapter II

## SELECTION PROCESS

Project Objective: I. Establish and develop new career positions for students whose terminal degree would be the baccalaureate or masters. Provide letters of completion of training for integrated preschool positions as follows:

a) Clinical Director

b) Developmental Head Teacher

c) Developmental Assistant Teacher

d) Student Aide

### Introduction — Who is a Good Teacher?

Since there is a lack of unanimity among professional educators as to the characteristics of a good teacher, the difficulties inherent in designing a competency-based training program for teachers of young children in integrated settings are evident. The Child Development Consortium (1974), in the introductory statements to their proposed Assessment System, stated, "Nor can we throw up our hands, and say that so little is known that to attempt to define competence is impossible; that there are no ways at all to recognize good classroom performance, and that no specific desirable characteristics can or should be identified. We do know something about teacher performance and we can identify some characteristics which are likely to be more productive than others. We have a responsibility to define these competencies and to expect such performance of those who are working with young children." (pp.2,3)

### Strategy 1.0 Identifying Competencies

During the first two years of the "Careers" project (1971-73), the development of the competency training model centered on a career ladder structure in an attempt to define a hierarchical sequence of positions and the competencies involved at each level.

It was postulated that the trainee would begin at level one (Student Aide), and move on to level two (Developmental Assistant Teacher), then go on to level three (Developmental Head Teacher), and possibly to level four (Clinical Director).

The terms Clinical Director, Developmental Head Teacher, Developmental Assistant Teacher, and Developmental Student Aide were used in the project to designate a new breed of teachers who would possess (at different levels) the generic knowledge, skills, and attitudes needed to transact with the varying abilities and disabilities found in young children in a single classroom. These teachers would focus on the child's abilities regardless of the child's label.

The attempt to match the individual's profile of entry abilities with the competencies described at a specific job level was unsuccessful. For example, a Student Aide might possess competencies assigned to a higher level, or a Head Teacher might lack some skills designated for a lower level. Thus the formalistic position hierarchy was abandoned after the entry level of competencies of the individuals selected for training was assessed. Instead of position levels, a single generic competency model was developed in the "Careers" project. The competencies included in the model were those abilities frequently noted in the teacher training literature (Dobson, 1972; Ryans, 1960) and those which have become part of on-going university training programs. In addition, input was sought from experienced teachers, administrators of nursery schools, psychologists, and leaders in other disciplines as to the teacher characteristics they deemed important to successful teaching in an integrated setting. Information regarding teacher competencies was also sought from the parents of the preschoolers. These sources formed the basis for the development of the Teacher Assessment Profile and in particular the Developmental Teacher Competency Checklist which delineated the generic competencies to be achieved by the trainees involved in the project.

Just as we expect teachers to individualize instruction for the children in their classes, the basic philosophic tenet of the project competency model was the recognition that individuals enter a career training program with differing levels of knowledge, skills, and attitudes. Thus, the individual differences in the trainees' entry competencies were a major influence in the design of the training program.

## Strategy 2.0 Recruitment and Selection of Candidates.

The question as to who should be selected to enter a career in early childhood teaching is fraught with conjecture, since standardized tests and other measures predictive of teaching success are inadequate. Studies completed over a decade ago which are still appropriate pointed out the inadequacy of career screening measures. Michaelis (1954) concluded: "None of the scales included in the Minnesota Multiphasic Personality Inventory (MMPI)...were found to have a significant relation to rated success of university graduate students enrolled in elementary school student teaching (p. 473) "...There is need for a theoretical analysis of teacher personality."(p. 477) Oelke (1956) found no relationship between Minnesota Teacher Attitude Inventory scores of 44 senior student teachers and the ratings given them by their head teachers. A complete discussion of "The Teacher's Personality and Characteristics" is covered by Gage (1963). The findings of this project relating to the identification of objective and parsimonious candidate screening instruments are discussed in Strategy 4.0 of this chapter.

### 2.1 Development of a Screening Procedure

The recruitment of four or five Developmental Assistants who were to be paid a stipend and four to receive university credit was publicized through contacting:

a) teachers at Junior Colleges in the field of nursery education

b) staff of the Guadalupe Center in Canoga Park

c) Child Development majors at California State University, Northridge; and by:

d) telephone calls to faculty in various departments

e) posting and reading memoranda to university classes at CSUN in the department of: Chicano Studies; Pan-African Studies; Home Economics; Education; Recreation; Music; and Psychology

f) notices placed in the university's daily newspaper.

### 2.2 Qualifications for Position

The requirements necessary to apply for the Developmental Assistant Teacher position included:

a) completion of the course: "Child Growth and Development"

b) one semester of participation in the Preschool Laboratory or other direct experience with preschool children

c) demonstration of interest in working with young children with disabilities as shown by coursework and/or experience

d) a major in Child Development, Home Economics, Psychology, Education, or a similar area

e) a professional goal of preschool teaching, early childhood, or a related field

f) financial need and/or representative of ethnic and racial minorities.

### 2.3 Informal Application Process

During the first year of the project (1971), the selection process was informal as no testing or specially designed interview procedures had been developed.

The following year there were more applicants than positions and the need for a more objective screening process became evident. The four grant positions were increased to five in 1973. In the hope of finding a way of insuring greater reliability in the selection process, methods were sought that would significantly predict teaching success.

A survey of other campus departments involved in career development was instituted in the effort to improve the project's procedures for the screening and selection of candidates. The three departments interviewed were Communicative Disorders, Home Economics (Secondary Education Area) and Physical Therapy. The Physical Therapy Department had the most rigorous selection process of those evaluated. Some of their procedures were then incorporated into a revised candidate screening format. The procedural changes were implemented in the selection of candidates for the 1973-74 grant period and continued in 1974-75.

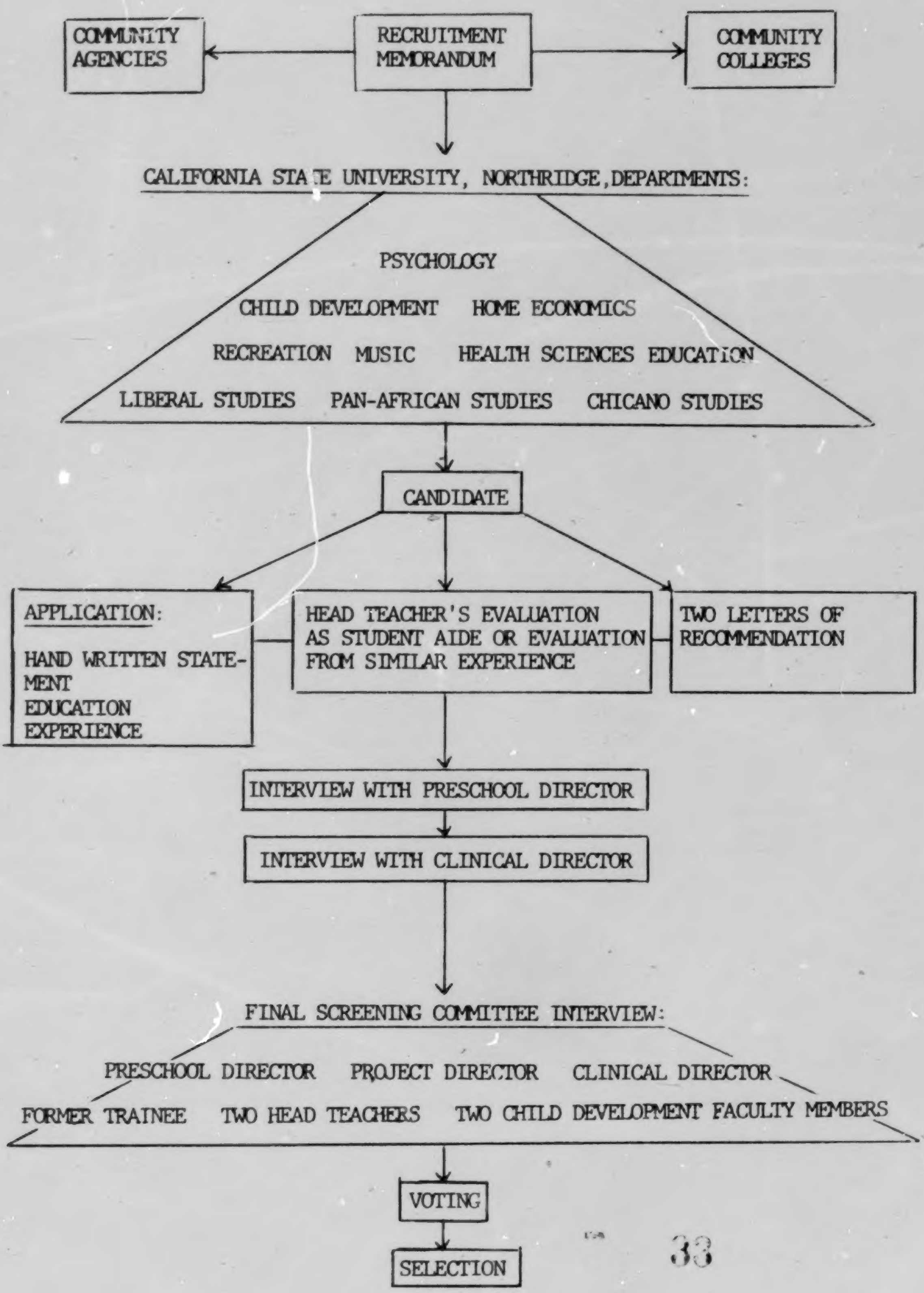
### 2.4 Formal Application Process

The candidate selection process (Figure 2) that evolved consisted of:

a) submission of a written report by the Head Teacher evaluating the candidate's previous participation in the Preschool Laboratory or a community preschool as a student aide

Figure 2

SELECTION PROCESS



b) the filing of an application including a complete listing of education, experience, and two letters of recommendation (Appendix B)

c) a handwritten statement describing how the candidate became interested in Child Development, including his/her feelings about working with young children and future career goals.

### 2.4.1 Interviews

The initial interview appointments were arranged after the filing of the application: one with the Preschool Director and another with the Clinical Director. A final interview with the candidate and a screening committee consisting of the Project Director, Preschool Director, Clinical Director, two additional members of the Home Economics Department - Child Development Faculty, and the two Head Teachers was convened. During the last year of the project, a former trainee was added to the committee. In the committee interview session, questions were directed toward tapping the candidates' underlying feelings about young children and integrating children with handicaps, emotional stability, self-concept, understanding of existing employment opportunities and working conditions, future professional goals, and willingness "to go the extra mile" during their training and future employment. Each member of the committee made independent ratings of the candidate which were then tallied and discussed to arrive at a final decision. Notifications were sent to the candidates selected for training.

A sample of the questions asked of the candidates at the final interview follows:

a) What is your philosophy concerning nursery schools?

b) What do you feel you have to offer in this field?

c) How do you feel about the integration of children with disabilities?

d) What experience have you had with preschool age and/or young children with handicaps?

e) Are you experiencing any special problems in your social, personal, or family life at this time?

f) Are you aware of the paper work attached to becoming a teacher and that associated with the grant in particular?

g) Do you know what salaries are paid preschool teachers?

h) What questions would you like to ask?

## Strategy 3.0 A "Hands On" Preservice Reality Experience

In the continuing search for procedures to increase the reliability of the screening process, the 1973 Summer Session of the Preschool was used as a trial period for new trainees who had little or no experience with preschool children. The trial period was organized to replicate a successful session candidate screening model used at California State University, Fullerton, for selecting student teachers to work with moderately mentally retarded children (Templeton 1969-71.) Involvement in the California State University, Northridge, Preschool Summer Session allowed potentially capable candidates from minority racial and ethnic groups who expressed a desire to work with preschoolers and who did not meet the selection criterion of previous experience with preschool age children to have a "hands on" reality experience before committing themselves to a career in the field.

### Evaluation of Preservice Reality Experience

Similar to Templeton's findings, the provision of a reality experience in this project helped some students decide that they did not want to pursue preschool teaching as a career. For others it confirmed their enthusiasm and affinity for working with young children in an integrated setting.

It also provided the staff with the opportunity to observe the candidates at first hand over a period of several weeks. Both candidates and staff felt the summer school opportunity to be most worthwhile in contributing to the selection of trainees and/or a decision to continue in the field. It is hoped that institutions training for careers in early childhood integrated programs can provide reality experiences early in the selection process so that students will have a realistic frame of reference to use in helping them make a career decision which will most closely match their interests and talents.

Strategy 4.0 Standardized Testing - Attempts to increase the reliability of the selection process.

The first year that standardized tests were administered to trainees was 1973-74. The purpose was to find a measure or measures which would predict success in teaching in integrated preschools. The standardized tests chosen are widely used in career counseling. The Edwards Personal Preference Schedule (1953), the Strong Vocational Interest Test (1966), and the Minnesota Teacher Attitude Inventory (1951), which have a teacher career component, were administered to the trainees at the beginning of their training in September, 1973.

It was hoped that the tests would yield results predictive of the teaching success of the Developmental Assistants as evaluated by their supervisors (e.g. Developmental Head Teacher, Preschool Director, and Clinical Director).

### a) Edwards Personal Preference Schedule (EPPS)

This schedule gives each person a rating from very low to very high on fifteen personality variables. The results of the Adaptation List were compared with the Edwards Personal Preference Schedule. Personality traits receiving high scores by the Developmental Assistants on the Edwards were compared with the research on what personality traits "good teachers" possess.

### b) Personal Preference Adaptation List (PPAL)

The PPAL was an adaptation of the Edwards Personal Preference Schedule (EPPS). Independent of each other, the Head Teachers and trainees predicted on the PPAL how the trainees would score on each of the 15 EPPS personality variables. The PPAL was administered prior to the EPPS.

### Results and Discussion of Edwards Personal Preference Schedule

High and low scoring traits were obtained by nine Developmental Assistant Teachers as shown in Table 3.

## Table 3

Number of Trainees' Scoring High and Low on Personality Variables on the Edwards Personal Preference Schedule

| Personality Variables | High | Low |
|---|---|---|
| Achievement | 2 | 5 |
| Deference | 2 | 5 |
| Order | 0 | 7 |
| Exhibitionism | 2 | 4 |
| Autonomy | 5 | 2 |
| Affiliation | 2 | 1 |
| Intraception | 5 | 0 |
| Succorance | 4 | 1 |
| Dominance | 1 | 7 |
| Abasement | 3 | 1 |
| Nurturance | 6 | 1 |
| Change | 6 | 0 |
| Endurance | 2 | 4 |
| Heterosexuality | 4 | 3 |
| Aggression | 2 | 7 |

N = 9

The trainees self evaluation predictions on the Adaptation List were closer to the results of the Edwards Schedule than the Head Teachers' evaluations of the trainees on the PPAL. This seems to verify Dobson's (1972) conclusion "that the predictive accuracy obtained from direct inquiry information... supports a theory that the best way to gain insights concerning an individual's personality, at least in the case of student teachers, is to ask them appropriate questions in a straightforward manner."(p. 34)

Jackson and Guba (Gage, 1963) found that those who pursue teaching essentially are cooperative, restrained, lacking in social boldness, friendly, and anxious to please. The Developmental Assistants' EPPS ratings matched most of Jackson's and and Guba's findings. Friedman (1957) found that teachers had a higher need for affiliation and lower need for succorance than the control group. Also, teachers score higher than the normative group on order and endurance, but lower on exhibitionism (Gage, 1963). The Developmental Assistants' ratings did not match Friedman's findings.

### c) Strong Vocational Interest Test (SVIT)

The SVIT gives each person a rating from very low to very high on basic interest scales and occupational scales. The ratings obtained in the "teaching" and "social service" areas on the interest scales were recorded. Scores obtained on the occupational scales for "recreational leader", "occupational therapist", "elementary teacher", and "rehabilitation counselor" were noted. Interests of Developmental Assistants receiving high scores were recorded and compared with interests of "good teachers".

### Results and Discussion of Strong Vocational Interest Test

On the basic interest scales, eight of the nine Developmental Assistants scored high or very high on "teaching" and "social service" areas. Seven scored high or very high on "outdoors/recreational leadership". On the occupational scales, seven scored high on "physical therapist". The occupations of "elementary teacher", "occupational therapist", and "recreation leader" were listed only on the female occupation scales section. Six of the seven females scored high or very high on "occupational therapist". Only three of the seven female Assistants scored high or very high on "elementary teaching". Three scored below average. Five of seven scored high or very high on "recreation leader".

Strong stated that if a person likes and dislikes the same things that people who are successful in a given occupation like and dislike, he will feel comfortable in that occupation and be more effective there than elsewhere (Gage, 1963).

### d) Minnesota Teacher Attitude Inventory (MTAI)

The MTAI assesses attitudes of teachers towards students and their feelings about teacher-student relationships. Developmental Assistants' scores were compared with the norms for graduating seniors in Early Childhood Education. The results were also compared with evaluations of trainees by their Head Teacher on the Developmental Teacher Competency Checklist (DTCC). (See Chapter III for description of DTCC)

### Results and Discussion of Minnesota Teacher Attitude Inventory

Percentile ranks ranged from the 5th to the seventy-fifth percentile. No correlation was found between the low scores obtained by the Developmental Assistants on the MTAI and the Head Teachers' evaluations of them on the Developmental Teacher Competency Checklist. Gage (1963) quoted Sandgren and Schmidt as follows: "...because there was no apparent relation between

MTAI scores and the critic teachers' ratings, the MTAI cannot be used to predict probable success in teaching if the ratings made by public school critic teachers on the Student Teaching report are used as a criterion of success."

### e) The Tennessee Self Concept Scale (TSCS) (1965)

In the 1974-75 project period the Tennessee Self Concept Scale was selected to replace the Edwards, Strong, and Minnesota tests as an instrument that might be predictive of teaching success.

The author of the Scale suggests that it can be useful in personnel selection. "The Individual's concept of himself has been demonstrated to be highly influential in much of his behavior and also to be directly related to his general personality and state of mental health...Thus, a knowledge of how an individual perceives himself is useful in attempting to help that individual, or in making evaluations of him." (Fitts, 1965, p.1) Hamacheck (1971) stated: "...how we perceive others is highly dependent on how we perceive ourselves. If a potential teacher likes himself, trusts himself, and has confidence in himself, he will likely see others in this same light. Research is beginning to tell us...students grow, flourish, and develop much more easily when in relationship with someone who projects an inherent trust and belief in their capacity to become what they have potential to become." (pp. 201-202)

Dobson (1972) found that "Student teachers with a high self concept will relate well and those with a low self concept will not relate well with their supervisors." (p. 31)

The Tennessee Self Concept Scale (TSCS) consists of the following scores:

Total Self Concept Score

Identity

Self-Satisfaction

Behavior

Physical

Moral-Ethical

Personal

Family

Social Self

Self-Criticism Score (taken from the MMPI).

The Tenessee Self Concept Scale was administered at the beginning of the Fall and Spring 1974-75 training periods to determine if it could be used as a predictive selection instrument. The Spearman Rho method was used to compare trainees' ranked ratings on each score with their rank on the Head Teachers' evaluations of them on the Developmental Teacher Competency Checklist.

### Results and Discussion of the Tennessee Self Concept Scale

The only score on the Tennessee Self Concept Scale which correlated significantly (.05 level) with the Head Teachers' Evaluations was the Self-Satisfaction Score in the Fall 1974 semester. There is some question about the reliability of the Tennessee Scale. For example, one assistant teacher took the Tennessee twice within a four-week interval and scored significantly higher the second time. When the Assistant Teachers were given feedback on the results of this scale by the Clinical Director, many of them used the time to ventilate feelings about themselves. As used in this project, it was felt that the interpretation session was one of the most useful aspects of the Tennessee Self Concept Scale.

### Evaluation of Standardized Assessment Instruments

The data generated by the four standardized instruments (Edwards Personal Preference Schedule; Strong Vocational Interest Inventory; Minnesota Teacher Attitude Inventory; and Tennessee Self Concept Scale) were not predictive of the performance of the Developmental Assistants in the actual work setting as evaluated by their supervisors, except for one score of the Tennessee Self Concept Scale administered during the Fall 1974 semester. The use of the MTAI in the present project reinforced the results of the Sandren and Schmidt (Gage, 1963) study that there was no significant relation between MTAI scores and the Head Teachers' ratings.

The search for valid instruments or methods which would predict success in teaching young children should continue. If such instruments or methodologies were found, they could be utilized to objectify the process of screening and selecting trainees who should pursue careers in early childhood.

## Strategy 5.0 Candidates Selected

Table 4 provides an analysis of the characteristics of the Developmental Assistant Teachers selected. Descriptions representative of the trainees chosen for stipends and university credit during the project periods 1971-75 follow:

a) Linda - 22, junior in Child Development, member of the Chicano community, worked as a playground leader/crafts teacher and camp counselor, self-supporting. She plans to do graduate work in Child Development.

b) Don - 22, senior in Liberal Studies, of Japanese ancestry, tutored and coached elementary grade children, volunteered in a sheltered workshop, taught Sunday school, self-supporting. He plans to obtain an elementary teaching credential and specialist credential in developmental disabilities.

c) Richard - 26, senior in Child Development, worked as a Teacher's Aide, volunteered in a bilingual kindergarten, member of the Chicano community, married, with three children, self-supporting. He is now teaching first grade.

d) Wilma - 22, senior in Child Development, worked as a playground leader, member of the Black community, self-supporting.

e) Tony - 23, senior in Recreation, supervised play activities at recreation centers, Children's Centers, and a preschool, self-supporting. He would like to own his own preschool.

f) Teresa - 20, senior in Child Development, of Filipino ancestry, supervised arts and crafts in recreation programs, tutored orthopedically handicapped children with reading disabilities, self supporting. She would like to become a Child Mental Health Specialist.

g) Candy - 22, senior in Child Development, tutored elementary school children, worked in the Preschool Laboratory for one semester as an assistant teacher for credit, given a field placement in a Children's Center for her second semester. She plans to teach in Children's Centers.

Developmental Assistants 1971-75

| Project Stipend | Course Credit or University Funded |
|---|---|
| Richard Amador | Debby Alvy |
| Mary Ann Bonenberger (DiCamillo) | Kristin Baeriswyl |
| Mary Ann McDonald Doan | Carolyn Baker |
| Kathy Farkas | Charlene Bones |
| | Barbara Breslau |

Project Stipend

Carol Fry
Mary Lois Greene
Marilyn Grizzell
Don Hori
Michael Kaufman
Andrea Nickel
Pamela Noyes
Teresa Orpilla
Linda Bautista Pappert
Barbara Parra
Candace Phipps
Karen Pierce
Marshall Raskind
Norma Schimmel
Natalie Schwartz
Debby Shapiro
Wilma Smith
Anton Venditto
Charlotte Kouri Woods

Course Credit or University funded

Angela Consolo
Veronica Creighton
Pamela Czachow
Donna Evans
Les Forman
Susan Rockett Freer
Patricia Gilmer
Eugenia Guzman
Carol Jaslow
Barbara Locker
Maureen McCallin
Andrea Nickel
Elaine Oliver
Sally Pederson
Candace Phipps
Helen Seelman
Lorraine Swerdlow
Charlene Williford

## Table 4

## Description of the Developmental Assistant Teachers 1971-75

| | Stipend | Credit | Total |
|---|---|---|---|
| Sex: | | | |
| Male | 5 | 1 | 6 |
| Female | 18 | 21 | 39 |
| Race and Ethnic: | | | |
| Black | 2 | 1 | 3 |
| Caucasian | 16 | 21 | 37 |
| Chicano | 3 | 0 | 3 |
| Oriental | 2 | 0 | 2 |
| Age: | | | |
| 19 | 0 | 1 | 1 |
| 20 | 3 | 5 | 8 |
| 21 | 5 | 7 | 12 |
| 22 | 6 | 7 | 13 |
| 23 | 5 | 1 | 6 |
| 24 | 1 | 0 | 1 |
| 25 | 1 | 0 | 1 |
| 26 | 1 | 0 | 1 |
| 39 | 1 | 0 | 1 |
| 43 | 0 | 1 | 1 |
| Class Level: | | | |
| Sophomore | 1 | 0 | 1 |
| Junior | 4 | 8 | 12 |
| Senior | 17 | 12 | 29 |
| Graduate | 1 | 2 | 3 |
| Marital Status: | | | |
| Married | 7 | 5 | 12 |
| Single | 16 | 17 | 33 |
| Major: | | | |
| Child Development | 18 | 22 | 40 |
| Liberal Studies | 1 | 0 | 1 |
| Nursery Education (AA) | 1 | 0 | 1 |
| Psychology | 1 | 0 | 1 |
| Recreation | 1 | 0 | 1 |
| Speech Therapy | 1 | 0 | 1 |
| Totals: | 23 | 22 | 45 |

## Chapter III

# THE DEVELOPMENT OF A TEACHER ASSESSMENT PROFILE (TAP)

## Introduction

A major objective of the project was to identify a profile of the individual candidate's on-going training requirements and progress during enrollment in the "Careers" program. The lack of instruments appropriate to the project's objectives of individualized trainee assessment led the project staff to develop their own methods and instruments to accomplish this task.

The effort to match trainees' entry competencies with a particular job level was unsuccessful because each trainee's abilities could not be fitted into the neatly defined parameters of each position. As noted previously, some trainees who entered at the Student Aide level had acquired, through previous experience, some of the competencies designated for the Developmental Head Teacher level. The recognition of the unevenness of the trainees' entry abilities led to the design of a Developmental Teacher Competency Checklist and then progressed to a comprehensive Teacher Assessment Profile (TAP). The premise underlying the inclusive competency model was the belief that there exists a recognized and desirable core of generic teacher competencies which should be acquired by those individuals wishing to become teachers of young children in an integrated setting. Another basic premise which evolved was the recognition that each person entering the training program possessed an individual profile which might reveal any number of capabilities. The individual's profile must be taken into account when planning a training program.

## Strategy 1.0 Informal Assessment of Trainees

During the first year of the project, 1971-72, assessment of the training needs was informal. The Head Teachers used initial lists of competencies tied to the career ladder to make their evaluations of the trainees. Daily staff meetings were used as a medium for an on-going evaluation of trainee performance.

### Evaluation of Informal Assessment of Trainees

The assessment methods used in 1971-72 to evaluate entry and end-of-training competencies were too informal to generate substantive accountability data on the trainees' progress. Therefore, the project staff set a goal of developing and refining more objective tools and processes for the assessment and continuous monitoring of the trainees' abilities.

## Strategy 2.0 Developmental Teacher Competency Checklist (DTCC)

The trainee assessment instruments which evolved during the second year of the project (1972-73), and which were revised in the subsequent project periods, were designed to obtain a more accurate evaluation of the trainees' initial baseline abilities and on-going development throughout the training period.

The 1972-73 draft forms of the Developmental Teacher Competency Checklist (short and long forms) were developed by the Project Director at the end of the first year. The purposes of these tools were to utilize the information obtained to prescribe individualized training inputs and to permit monitoring of progress or lack of progress in the areas specified in the Competency Checklist.

### 2.1 Developmental Teacher Competency Checklist (Short Form)

The short form of the Developmental Teacher Competency Checklist (Figure 3) was trial-tested by administering it to the entire staff in September 1972 and January 1973. The Checklist was presented in the form of a self-evaluation rating scale. Since self-concept is considered a critical factor in planning for an individual's training (Hamachek, 1971), the self-evaluation format was used to obtain information concerning the individual's self-concept of his competencies. Provision was made in November 1972 for the validation of the self-evaluation ratings by having the Developmental Head Teachers independently rate the Developmental Assistants working with them. The Acting Director also evaluated the Head Teachers using the same checklist short form.

#### Evaluation of Developmental Teacher Competency Checklist (Short Form)

There was no significant difference between pre and post test evaluations for four of the seven trainees in 1972-73 (Table 5).

There was a significant increase from the pre to the post test evaluations for three of the trainees (Table 6). The Developmental Head Teachers evaluated the adequacy of the short form of the DTCC. The response of the staff and trainees to the self-evaluation format of the DTCC was extremely positive. It was felt, however, that the form was too brief and should be expanded. The suggested revisions were undertaken during the year. A new detailed long form of the Developmental Teacher Competency Checklist and the procedures for its administration were designed by the Project Director. In April, 1973, the long form of the DTCC was introduced on a trial basis. As in the case of the short form, reactions by the staff to the long form of the DTCC were very positive. Again suggestions for revisions were solicited and received. The staff felt that the Checklist would be most helpful as a tool to monitor training progress.

Arrangements were made in 1973-74 to use the DTCC Long Form as a pre-and post-evaluation method to monitor trainees' progress.

### 2.2 Developmental Teacher Competency Checklist Long Form (Appendix C)

The DTCC that evolved was an extension of the short form and included 86 items distributed under the following eight areas:

1) Classroom Management
2) Assessment
3) Program Design and Planning
4) Teacher/Child Relationships and Management
5) Staff and Co-Worker Relations
6) Professional Work Habits
7) Parent Relationships
8) Community Relationships and Resources

#### 2.2.1 Developmental Teacher Competency Checklist Administration Procedure

The use of the DTCC in the evaluation process adapted in 1973-74 consisted of employing the following procedure two times per semester or three times per year depending on the length of the individual's training assignment:

a) DTCC Self Evaluation - The Assistants evaluated themselves using the checklist at the beginning and end of the semester.

b) DTCC Evaluation by Head Teacher The checklist was used by the Head Teacher to evaluate the trainee approximately one month after the semester began and again at the end of the semester.

c) Charting of Evaluations - A chart was made of the areas of agreement and disagreement between the trainees' self-evaluations and the Head Teachers' evaluations (Figure 4).

d) Feedback Interviews Using the DTCC Chart - An evaluation session was set at the beginning and end of the training sessions in which the comparative charted ratings were analyzed by each trainee, her/his Head Teacher, and the Clinical Director.

e) Results of the DTCC were then used as a basis for designing the individualization of pre- and in-service training. The components employed in the training program are described in Chapter V.

The charting of competencies in the Developmental Teacher Competency Checklist helped the trainees focus on specific areas but failed to provide a graphic profile of the results. Therefore, to provide ready access to the DTCC data, in the summer of 1974, a quantitative format was developed and first used in the 1974-1975 grant period.

### 2.2.2 Developmental Teacher Competency Checklist Profile

Each of the eight areas of competency covered in the DTCC were divided into separate sections. Using the original 0 to 4 scale, the value assigned to each item in a given area through self evaluation or other-person evaluation was totaled and divided by the number of items in that area. Columns were provided for self and other-person's (e.g. supervisor, director, colleague) evaluations at different periods during the year. The mean rating for each area was listed and plotted on the corresponding column of the profile. The Grand Mean was obtained by totaling the means for each area and dividing by eight, the total number of areas.

The graphing of each evaluation into a profile (Figure 5) permitted ready comparisons between the various evaluators and different time periods. The results were then used as a guide to plan individualized pre- or in-service training programs.

### 2.2.3 Quantitative Analysis of Developmental Teacher Competency Checklist

The quantification and graphing of the DTCC results aided the trainees in their interpretation of their training needs and progress. The DTCC Profile provided a quantitative accountability measure by pinpointing the direction of the changes in competencies. The areas most commonly identified at the beginning of each semester as needing improvement by Developmental Assistants were parent conferencing and working with children with specific handicaps such as cerebral palsy, epilepsy, deafness, and blindness. This gave the Head Teachers more objective guidelines to follow in their training and evaluation of the Developmental Assistants.

### Pre and Post Analysis of Developmental Teacher Competency Checklist

In 1973-74, an analysis of co-variance was used to compare pre-and post-DTCC evaluations. For two of the eight trainees assessed, there was no significant difference between pre-and post-evaluation by their Head Teachers (Table 5). There was a significant difference (.05, F=5.55, df 1/27) for one of the the trainees between pre-and post-self-evaluations in a positive direction.

For the remaining six trainees, there was a significant difference between the pre and post evaluations by the Head Teachers and their own self evaluations. In every instance, the post-test evaluation was higher (Table 6).

In 1974-75, there were 15 Developmental Assistants. Four of these had no significant difference between pre and post analysis by either Head Teachers or themselves (Table 5 ). Eleven of the 15 trainees had a significantly higher post evaluation by both the Head Teacher and themselves (Table 6 ).

The analyses of the DTCC results in 1973-75 indicated that for 17 of the 23 trainees, both they and their Head Teachers agreed that progress had been made in achieving competencies from the beginning to the end of their training period.

For six of the trainees, there was no significant change in pre-and post-training competencies of the DTCC as evaluated by their Head Teachers. However, it should be noted that two of the six trainees had high level entry competencies. Of the remaining four, two did not complete all the work, e.g. one dropped out of the program at the three-quarter point and the other did not complete the assigned reports. The other two

## Table 5

## COMPARISONS BETWEEN PRE-AND POST-TRAINING DTCC EVALUATIONS

| | 1972-73 Trainees | 1973-74 Trainees | 1974-75 Trainees | Totals |
|---|---|---|---|---|
| No significant difference between pre & post evaluations | 4 | 2 | 4 | 10 |
| Post evaluation significantly higher than pre evaluation | 3 | 6 | 11 | 20 |
| Totals | 7 | 8 | 15 | 30 |

## Table 6

## SIGNIFICANT DIFFERENCES BETWEEN PRE AND POST DTCC EVALUATIONS

| 1972-73* | | | | 1973-74** | | | | 1974-75** | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Trainee | Sig. | F | df | Trainee | Sig. | F | df | Trainee | Sig. | F | df |
| A | .01 | 9.35 | 1/24 | D | .05 | 6.69 | 1/28 | J | .05 | 7.52 | 1/28 |
| B | .01 | 21.89 | 1/23 | E | .05 | 7.00 | 1/28 | K | .01 | 27.86 | 1/28 |
| C | .01 | 22.65 | 1/23 | F | .01 | 19.48 | 1/28 | L | .01 | 8.64 | 1/28 |
| | | | | G | .01 | 14.47 | 1/28 | M | .01 | 19.28 | 1/28 |
| | | | | H | .05 | 7.62 | 1/28 | N | .01 | 13.48 | 1/28 |
| | | | | I | .05 | 6.75 | 1/28 | O | .01 | 13.42 | 1/28 |
| | | | | | | | | P | .05 | 4.56 | 1/28 |
| | | | | | | | | Q | .01 | 9.67 | 1/28 |
| | | | | | | | | R | .01 | 13.23 | 1/28 |
| | | | | | | | | S | .01 | 17.02 | 1/28 |
| | | | | | | | | T | .01 | 13.38 | 1/28 |

*DTCC Short Form

**DTCC Long Form

stayed at a 2.5 level on the scale of 4. As measured by the DTCC, these findings confirm the effectiveness of the project training program.

## Strategy 3.0 Teacher Ideal Class Composition (TICC)

Most teachers express preferences for the age, the grade level, the general characteristics of the children, and the subject matter they would like to teach. Teachers are heard to say, "This is a great class, I really enjoy this group ", or "It is a pleasure to teach this class," or the same teacher may express negative feelings toward the group, e.g. "This is the worst group I have ever experienced". Majasan (1972) indicated that an instructor communicates better to students whose beliefs on vital matters are congruent with his. Sarason (1962) stated that: "One of the major obstacles to a teacher's taking the nature of individual differences among her children seriously, is the failure to have learned to reflect about how her attention, observations, and behavior are determined by the particular composition of her class."(p.84)

An effort was made to determine if trainees and teachers could identify the variables that lead them to make these value judgments. If a method could be developed to ascertain the class and teacher characteristics that match, it might provide the pathway for arranging a happier and more productive milieu for both student and teacher.

### 3.1 Development of Teacher Ideal Class Composition (TICC)

A questionnaire to tap ideal class composition information was developed and trial tested in 1972. Starting in September 1973, the questionnaire was administered at the beginning and end of each training period. Teachers were asked to select one class of 16 children which would be their "ideal" preschool class. They were to check the characteristics of the children they believed would profit the most in their classroom and that they felt most competent, comfortable, and happy to teach. The questionnaire listed the children's characteristics as follows:

a) age
b) sex
c) cognitive ability
d) race and ethnic group

e) religion

f) socioeconomic group ·

g) parent education

h) emotional and social levels

i) physical and mental handicaps.

### 3.2 Teacher Ideal Class Composition Administration Procedures

The following procedures were used:

a) All teachers filled out the Teacher Ideal Class Compostion Form (Figure 6 ).

b) Classes were analyzed as to their composition.

c) Teachers were asked if they were satisfied with their present class (Figure 7 ).

d) Comparisons of ideal and present class were made.

e) Teachers were asked to specify their ideal class again at the end of the program.

f) Changes in ideal class compositions were noted.

### Evaluation of Teacher Ideal Class Composition

The 1973 year-end responses of the Developmental Head Teachers and the Developmental Assistants were compared with their responses of September 1972. The results indicated that there was a trend toward greater variability in the selection of children.

In September 1973 Head Teachers and Developmental Assistants were generally satisfied with their classes even though many did not have the degree of diversity they would have liked. When asked if they were satisfied with their actual classes, three teachers wanted more variety in the socioeconomic levels and in racial and ethnic groups. One teacher wanted a few children with less educated parents, another would have liked a greater number of physically and mentally handicapped children, and still another wanted more children with "average" abilities.

During the final year of the project, Fall 1974, ten assistant teachers and two head teachers were asked to designate their ideal class composition at the beginning (September, 1974) and end (December, 1974) of the semester. Most of the trainees did not change very much in the type of class they desired. Both Head Teachers and one Assistant Teacher wanted fewer children with handicaps in their class at the end of the training period than they indicated at the beginning. Three Assistant Teachers wanted more cooperative/compliant children in December than they wanted in September. Almost all teachers were satisfied with their actual class composition even though they did not necessarily have the type of class they would have chosen.

The comparison of class compositions between beginning and end of the training periods indicate the differences between teachers in the characteristics of children they value plus the influence of direct experience with children with disabilities.

A positive outcome of the use of the TICC questionnaire was to encourage trainees and teachers who tended to say "I love all children" or "I don't care which children I teach" to examine more carefully and honestly the truth of these statements. The TICC assists teachers in examining and describing the characteristics of the children they feel most comfortable teaching.

## Strategy 4.0 Teacher Structure Checklist (TSC) (Webster, 1972)

"The Teacher Structure Checklist was designed to assess the degree of one component of nursery school teacher structure, i.e. teacher control or direction which is visible to observers." (Webster 1972, p. 150) The TSC consists of 25 statements of which thirteen are high structure and twelve are low structure items. The statements pertaining to the "specific elements of freedom, choice, indirect and direct regulation, individual and group emphasis, and respect for children were considered to comprise the teacher control or direction component of teacher structure." (Webster, 1972, p. 150)

An example of the statements contained in the TSC follows:

Yes No 1. Children move freely about the playroom and playground.

2. Children select and use materials without interference.

3. All children usually engage in the same activity at the same time.

4. Children are expected to join and remain with

## Table 7

1972-1973 Estimations of % of High Structure in each Classroom using the Teacher Structure Checklist (Webster)

| | Class | Class A<br>% | Class B<br>% | Class C<br>% | Class D<br>% |
|---|---|---|---|---|---|
| Clinical Director | | 9 | 4 | 4 | 20 |
| Director | | 4 | 0 | 4 | 20 |
| Head Teacher | A | 4 | | | |
| Trainee | A | 28 | | | |
| Trainee | A | 0 | | | |
| Trainee | A | 21 | | | |
| Head Teacher | B | | 4 | | |
| Trainee | B | | 4 | | |
| Trainee | B | | 0 | | |
| Head Teacher | C | | | 0 | |
| Trainee | C | | | 24 | |
| Trainee | C | | | 10 | |
| Head Teacher | D | | | | 8 |
| Trainee | D | | | | 3 |
| Trainee | D | | | | 5 |
| Average % of High Structure | | 11% | 2.4% | 8.4% | 11.2% |

a group activity which is directed by the teacher.

5. Children's activities are interrupted when the clock says it is time for the next scheduled activity.

### 4.1 Teacher Structure Checklist Administration Procedure

The Webster Teacher Structure Checklist was used in 1972-73 to determine how structured or unstructured the Laboratory Staff saw their classrooms to be. The TSC was completed independently by Developmental Head Teachers, Developmental Assistant Teachers, the Preschool Director, and Project Clinical Director. Responses to the TSC were calculated by adding the number of high structured items marked yes to the number of low structured items marked no and dividing by the total number of items (25) to arrive at a percentage of high structure.

### Evaluation of Teacher Structure Checklist

The percentages of estimated high classroom structure ranged from 0 to 28%. Thus, there was general agreement that all classrooms were basically low structured in terms of the learning opportunities and interactions with the children. Table 7 shows how perceptions differed among staff as to the amount of structure in a particular classroom.

## Strategy 5.0 Observation and Video Taping

Two of the methods used to monitor the trainees' progress were observation and video taping. Means were sought to objectify the analysis of these two techniques.

### 5.1 Physical and Verbal Interaction Analysis Format (PVIA)

Beginning in November 1972, the "Physical and Verbal Interaction Analysis Format" (PVIA) (Amidon and Flanders, 1963) was used to rate assistant teachers in both observation and video taping sessions. The PVIA format describes teacher/child interactions and provides a method for quantifying these observations. It describes twelve physical and verbal behaviors that teachers may exhibit in the classroom. The behaviors are:

a) modeling

b) observing and supervising

c) assisting

d) interacting

e) redirecting

f) lecturing and explaining

g) reinforcing

h) non-enhancing

i) directing

j) questioning

k) accepting the ideas of children

l) silence or confusion

The trainees were observed and video taped four times per year in different roles:

a) as supervisor of total classroom activities

b) working with a small group activity

c) leading a single large group activity

d) working with one child.

The content of the learning opportunities were varied to include four domains: cognitive (concepts, problem solving); affective (trainee interactions with the child); psycho-motor (large motor-outdoors, fine motor-indoors); and creative (art, music, dramatic play).

### 5.1.1 Implementation of Observation and Video Taping using PVIA

The PVIA evaluations were used during the 1972-74 project periods. The procedural sequence consisted of:

a) Self-Evaluations Using the PVIA-

Developmental Assistants rated themselves according to the interactions they believed they exhibited with children.

b) Observation - Developmental Assistants were rated on the PVIA for a ten-minute period by the Clinical Director, a co-teacher, or a supervisor from the one-way mirror observation booths. The initial observation was conducted to establish a baseline of teacher behavior without the anxiety which television equipment might induce. The observation results were used as a control for the subsequent video tape session.

c) Video Taping - Developmental Assistants were video taped in a similar situation to the observation for a ten-minute period.

d) Self-Evaluation of the Video Tape - Developmental Assistants rated their own performance using the PVIA format.

e) Other-Person Evaluation of the Video Tape - The Developmental Assistant's Head Teacher and co-trainee independently evaluated the video tape using the PVIA.

f) Comparisons of all PVIA Evaluations - The information obtained from self and the other-persons' evaluations were compared and discussed after the viewing session.

### Evaluation of Physical and Verbal Interaction Analysis Format

Throughout the two years that the PVIA was used in this project, the results did not significantly pinpoint the occurrence of any of the behaviors listed in the format.

For example, an analysis of a typical observation or video tape session using the 12 PVIA behaviors yielded the following inconclusive data:

| | |
|---|---|
| 10% | modeling |
| 9% | observing - supervising |
| 15% | assisting |
| 15% | interacting |
| 5% | redirecting |
| 7% | lecturing |
| 5% | reinforcing |
| 0% | non-enhancing |
| 3% | directing |
| 13% | questioning |
| 8% | accepting the ideas of children |
| 10% | silence or confusion |
| 100% | |

Once the trainees overcame their initial anxiety about being video taped, they expressed the opinion that video taping was a worthwhile technique for providing feedback on classroom teaching performance. The staff felt that a descriptive open-ended method of evaluation would be more beneficial. The baseline observation could not serve as a control because it was not possible to replicate the observation activities for the video tape session.

### 5.2 Video Assessment Questionnaire (VAQ)

In 1974-75, the PVIA observations were eliminated. In its place two questionnaires (Figure 8 and 9 ) were developed with open-ended questions for use with viewing of the video tapes.

#### 5.2.1 Implementation of Video Assessment Questionnaire

The method adopted for assessing the performance of the trainees as recorded on the video tapes follows:

a) Trainee, Head Teacher, and Clinical Director view video tape

b) Self-evaluation by trainee using the VAQ

c) Independent evaluations by Developmental Head Teacher and Clinical Director using the VAQ

d) Evaluations were exchanged, compared, and discussed.

#### Evaluation of Video Assessment Questionnaire

The trainees and staff reported that the open-ended questionnaires were more beneficial than the Flanders PVIA format which had yielded nonsignificant results. The questionnaires generated a great deal of discussion, as they permitted freedom to interpret the uniqueness of individual teacher/class interactions.

## Strategy 6.0 Teacher Estimations of Children's Developmental Levels (TECDL)

The trainees were asked to complete the Teacher Estimations of Children's Developmental Levels form (Figure 10 ) beginning in the 1973-74 project period to help them improve the accuracy of their judgments concerning the children's levels of functioning. The areas judged included: cognitive ability, language, psychomotor, and personal-social levels.

The trainees were told to base their estimations on their observations and informal assessments of the children in their class. For assistance in making their estimations, they were given a chart (Figure 11) of developmental levels from the Gesell Developmental Schedules (1949), Vineland Social Maturity Scale (1965), and Standford-Binet Intelligence Scale (1960).

### 6.1 Implementation of Teacher Estimations of Children's Developmental Levels (TECDL)

The developmental level estimation forms were completed each semester from 1973 to 1975, approximately one month after the beginning of each semester to permit the Developmental Head and Assistant Teachers to become acquainted with the children in their classes. The completed estimations were charted and compared with other measures described in the section which follows.

### 6.2 Validation of Teacher Estimations of Children's Developmental Levels

The lack of standardized and valid instruments to assess the functioning of young children in areas other than intelligence and language development impeded the overall validation of the teachers' estimations. An analysis of variance between the teachers' estimations and the assessment measures available was used. The teachers' estimations were compared as follows:

a) Interstaff Reliability - Head and Assistant Teachers were compared with each other on all the estimations. Overall analysis of the 1973-75 results did not show a significant difference between the Developmental Assistants' and Head Teachers' estimations.

b) Language Level - Teachers' estimations of language level were compared with children's scores on the Peabody Picture Vocabulary Test (1959). The language data were obtained for all classes each semester from 1973 to 1975, making a total of 16 classes. There was no significant difference among the evaluations made by Head and Assistant Teachers and the Peabody in 12 classes. In three classes, Peabody evaluations were significantly higher than those of Head and Assistant Teachers:

1st class .05, F = 3.22, df = 2/42

2nd class .05, F = 4.08, df = 2/30

3rd class .01, F = 2.20, df = 2/18

In one class, teachers' evaluations were significantly higher than scores on the Peabody (.05, F = 10.0, df = 2/6).

c) Intellectual Ability - Teachers' estimations of intellectual ability were compared with children's scores on the Stanford-Binet Intelligence Scale (1960). The teachers' estimations appeared to underestimate the children's intellectual functioning. However, no statistically significant difference was found among Head and Assistant Teachers estimations and the Binet scores in 14 of the 16 classes (1973-75). The statistical analyses do not support Heriot (1973) who found that teachers tend to underestimate IQs of kindergarten children. In one of the two classes where a significant difference was found, the Binet was significantly higher than Head and Assistant Teachers' estimations (.01, F = 7.33, df = 2/12). In the second class, the Binet and Head Teachers' estimations were similar and both were significantly higher than the Assistant Teachers' estimations (.05, F = 4.88, df = 2/12).

d) Psychomotor Level - Estimations of psychomotor levels were compared with a visual motor task, "The Four Shapes Reproduction" (circle, cross, square, triangle). Data was obtained from only 11 of the 16 classes in the psychomotor area. Teachers' estimations generally matched the results of the Shapes Reproductions in nine of 11 classes. Performance of the children in the three-year-old class (Fall 1973) was significantly underestimated by Head and Assistant Teachers (.05, F = 4.09, df = 2/39). In one class (Spring 1975), evaluations by Head Teachers were significantly higher than the Assistant Teachers'and Shapes Reproductions (.05, F = 3.99, df = 2/36). The Shapes measure was too limited a sample of psychomotor development to validate the overall fine and gross motor functioning of the child. Thus a revision was suggested and the following year (1974) the psychomotor section was separated into two areas, large and small motor development (See Section f).

e) Personal-Social Level - Teachers' estimations of personal-social level were compared (1973-74) with parent assessments of the children on the Vineland Social Maturity Scale. There was a significant difference for all four classes (Table 8 ) in the Spring 1974 semester. In every case the parents' scores on the Vineland Scale were considerably higher than the evaluations of the Head Teachers and the Assistant Teachers.

Table 8

Comparison of Teachers' and Parents' Estimations
of Children's Personal-Social Level

| Class | Sig. | F | df |
|---|---|---|---|
| A | .01 | 27.61 | 2/39 |
| B | .01 | 13.58 | 2/45 |
| C | .01 | 50.50 | 2/36 |
| D | .01 | 13.98 | 2/42 |

The Vineland was found to be too time-consuming and the formal interview situation appeared to be uncomfortable for the parents.

f) Denver Developmental Screening Test - In 1974-75, to improve the Developmental Assistant Teachers' ability to validate their assessments in the personal-social area and small and large motor areas, the Denver Developmental Screening Test was selected because it contained tasks not tapped in previous assessments. The Denver is divided into four sectors: Personal-Social, Fine Motor Adaptive, Language, and Gross Motor. Each sector includes tasks that "should" be accomplished by a child within a particular age range from 20 months to three years. The Denver was administered by the Assistants to a random sample of children from each class after the staff completed the "Teacher Estimation" form. The Denver results were not analyzed statistically because of the small sample. However, the administration of the test served as an excellent learning opportunity for the trainees.

### Evaluation of Comparison of Teacher Estimations and Objective Instruments

The teachers felt that the Estimation form forced them to look more closely at the children in terms of their developmental levels. The opportunity to compare their judgments with objective instruments helped to provide them with feedback on the accuracy of their perceptions.

g) Parent Estimations of Their Child's Developmental Levels - In 1974-75, a Parent Estimation Form (Figure 12) was developed similar to the Teacher Estimation Form. The form was mailed to 70 parents each semester. The two semesters included a total of eight classes. Fifty of seventy parents who were sent the form responded in Fall 1974 and 42 responded in Spring 1975. The parents' estimations were compared statistically with the Head and Assistant Teachers' estimations in the area of language, intellectual ability, psychomotor, and personal - social development:

1) Language Level - There was no significant difference among the language level evaluations of the Head Teacher, the Assistant Teachers, and the parents for six of the eight classes. There was a significant difference among the evaluations of the Head Teacher, the Assistant Teachers, and the parents for Class B (Fall 1974)(.05, F = 3.62, df = 2/30). Assistant teachers evaluated the children lower than the Head Teachers and the parents. Parents evaluated the children higher than either the Head Teacher or the Assistant Teacher in Class A (Spring 1975)(.05, F = 3.35, df = 2/30).

2) Intellectual Ability - There was no significant difference in the estimation of the children's intelligence among the evaluations of the Head Teacher, the Assistant Teachers, and parents for six of the eight classes in Fall 1974 and Spring 1975. In Class B (Fall 1974) the Assistant Teachers evaluated the children's intelligence significantly lower than either the Head Teacher or the parents (.05, F = 4.05, df 2/30). The Head Teacher's and the parents' estimations were similar. The Assistant Teachers' estimations in Class A (Spring 1975) were lower than the Head Teacher's and parents' estimations (.05, F = 3.88, df = 2/33). There was no significant difference between the Head Teacher's and the parents' estimations.

3) Psychomotor Level - In the Fall of 1974, there was no significant difference among the evaluations of the children's psychomotor performance among the Head Teacher, the Assistant Teachers, and the parents for three of the four classes. The Assistant Teachers in Class D evaluated the children significantly higher than the Head Teacher's and parents' evaluations (.01, F = 5.35, df = 2/39). The Head Teacher and the parents were similar in their evaluations. During the Spring 1975 semester, psychomotor ability was divided into two levels - gross and fine motor. There was no significant difference among the evaluations of gross motor performance and the fine motor performance by the Head Teacher, the Assistant Teacher, and the parents for all four classes.

4) Personal-Social Level - There was no significant difference in seven of the eight classes among the evaluations of the Head Teachers, the Assistant Teachers, and the parents concerning the children's personal-social ability. In Class A, the Head Teachers evaluated the children significantly lower than either the Assistant Teachers or the parents evaluated them (.05, F = 4.85, df = 2/19).

### Evaluation of Comparisons of Parent and Teacher Estimations

The comparisons between Head Teachers, Assistant Teachers, and parents indicated, with few exceptions, that there was no significant difference among teachers' and parents' estimations of the children's developmental levels. Where there were significant differences in the perceptions of the children's functioning, this information was used as a basis for discussion among staff and in parent counseling sessions.

## Strategy 7.0 Attitudes Toward Individuals with Disabilities

University student attitudes toward individuals who are retarded or who have physical disabilities were tapped throughout the project. At the beginning of the Fall 1973 semester, data from the Developmental Assistants were computed separately from the University sample. The implementation and results of the Attitude survey are reported in Chapter VI.

## Strategy 8.0 Counseling Sessions for the Developmental Assistant Teachers

Part of the program to individualize the Developmental Assistants' training consisted of personal interviews with the Project Staff and Preschool Supervisors to evaluate their training, and to give them the opportunity to express what they felt was needed in their program.

### 8.1 Implementation of Counseling Sessions

Throughout the entire project, at least two interviews were conducted per semester with each Developmental Assistant Teacher. During the personal counseling sessions, progress was discussed and special readings were recommended in areas where more information was sought. In addition, special observations and practicum field experiences were planned based on trainees' expressed requests.

Sample questions of areas covered in the interview follow:

a) Make a general statement as to how you feel about your present program.

b) What has been the best aspect(s) of your training to date?

c) What would you change (add or subtract)?

d) What person(s) has done the most to help you grow as a teacher of integrated preschools? How?

e) Are there competencies you still need? How can the staff assist you in gaining them?

f) Do you feel competent to be a head teacher in a preschool such as this one?

g) Can we help you with your plans for next year?

h) How can I be of help to you?

i) How do you feel about your field placement?

j) Would you like to suggest any particular in-service training sessions?

### Evaluation of Counseling Sessions

All the trainees participated in the scheduled counseling sessions. However, there was great variability in the number of trainees who would stop by for informal sessions with the project staff. Informal sessions were encouraged and ranged from hallway encounters to extended office visits. The sessions proved to be another worthwhile source of communication.

## Strategy 9.0 Expectations and Evaluations of the Training Program (EETP)

In order to monitor the Developmental Assistants' expectations and evaluations of the training program, an instrument (Figure 13) was devised to provide additional input on the trainees' satisfaction, dissatisfaction, and/or recognition of gaps in their training programs.

### 9.1 Implementation of Expectations and Evaluations of the Training Program (EETP)

The form was circulated in the Spring Semester, 1973, and continued for the remainder of the project. The trainees were asked to fill out the form at the beginning, midpoint, and end of the training period. It was also used as a follow-up instrument after the Developmental Assistants left the program (See Chapter VIII).

### Evaluation of Expectations and Evaluations of the Training Program

The open-ended design of the Expectations and Evaluations Form permitted an individualized expression of the Developmental Assistants feelings about specific aspects of the training. It provided additional feedback about the trainees' reactions to the program that were not covered in the Teacher Assessment Profile. As a follow-up method of evaluation, the information gained from this source was summarized and used to assist in the overall assessment of the program (refer to Chapter VIII - Evaluation).

## Strategy 10.0 Judgmental Summary Evaluation of Children's Functioning (JSECF)

A Narrative Evaluation Form (Figure 14 ) classified children's functioning into cognitive, psycho-motor, affective, and creative domains. It was designed to provide a combination of structured and open-ended analyses of the overall development of the child.

### 10.1 Implementation of Judgmental Summary Evaluation of Children's Functioning (JSECF)

The Developmental Assistants used the form as a guide to write beginning, mid-, and end-of-year summary reports. These judgmental reports were written by all the trainees and Head Teachers during the specified intervals throughout the total project. The judgments of the trainees, supported by data gained from the collection of children's products (e.g. painting, crafts, reproductions of shapes and forms, tape recordings of speech, and any written materials), were compared with those of the more experienced Developmental Head Teachers and with the consulting psychologist's evaluations of the children. The results of the evaluations were incorporated in staff discussions.

### Evaluation of Judgmental Summary Evaluation of Children's Functioning

The entire staff felt the form was an excellent guide to summarizing the functioning levels of the children. However, the usual staff reactions to paper work were evident, particularly when the reports were due.

A summary of the Teacher Assessment Profile instruments developed and revised during the project are shown in Table 9.

## Table 9

## EVOLUTION OF A TEACHER ASSESSMENT PROFILE (TAP)

| | 1971-72 number per semester | 1972-73 number per semester | 1973-74 number per semester | 1974-75 number per semester |
|---|---|---|---|---|
| 1. Attitude Scale: | | | | |
| Osgood's Semantic Differential Technique | 2 | - | - | - |
| Long Form Questionnaire (90 questions) | 2 | 2 | - | - |
| Short Form Questionnaire (25 questions) | | | 2 | 2 |
| 2. Teacher Summary Evaluation Report on Children | 2 | 2 | 2 | 2 |
| 3. Staff Meetings | daily | daily | daily | daily |
| 4. DTCC Short form | | 2 | - | - |
| Long form | | | 2 | 2 |
| 5. Teacher Ideal Class Composition | | 2 | 2 | 2 |
| 6. Teacher Structure Checklist (Webster) | | 2 | - | - |
| 7. Background Data Form | | 1 | 1 | 1 |
| 8. Video Taping: | | | | |
| Observing | | 2 | 2 | - |
| PVIA (Flanders) | | 2 | 2 | - |
| Video Form | | | | 2 |
| 9. Individual Interviews | | 3 | 3 | 3 |
| 10. Standardized Testing: | | | | |
| MTAI | | | 1 | - |
| Edwards | | | 1 | - |
| Strong | | | 1 | |
| Tennessee | | | | 2 |
| 11. Teacher Estimations of Children | | | 1 | 1 |
| 12. Expectations and Evaluations of Program | | | 2 | 2 |
| 13. Teacher as Facilitator | | | | 2 |

- (discontinued)

## Figure 3

CAREERS IN INTEGRATED EARLY CHILDHOOD PROGRAMS
Preschool Laboratory
California State University, Northridge

Molly C. Gorelick

## DEVELOPMENTAL TEACHER COMPETENCY CHECKLIST
(short form)

INSTRUCTIONS:

Rate ____________________ competencies in the areas listed below using the following scale:

4-Competent in task or area and able to demonstrate for others.
3-Competent, but not quite ready to demonstrate for others.
2-Competent, but there are recognizable gaps or weaknesses which can be handled and corrected by me (the teacher).
1-Weaknesses more than skills. Need for consultant assistance or observing a skilled teacher demonstrate
0-No background. To handle this task or area need:
  a) coursework b) experience c) a & b
  (In using rating 0 - indicate whether it is 0a, 0b or 0c)
N- No opportunity to observe (for evaluation of another person)

### I Methods of Assessing Children (Use and Interpretation)

| Domain | Standardized Instruments | Teacher Observations, Anecdotal Records, etc. |
|---|---|---|
| A. Cognitive | ____ | ____ |
| B. Psycho-Motor | ____ | ____ |
| C. Affective | ____ | ____ |
| D. Creative | | ____ |

II Designing individualized instructional objectives and learning opportunities. ____

III Designing group instructional objectives and learning opportunities. ____

Figure 3 (concluded)

IV Arrangement and organization of classroom environment.

V Professional Work Habits.

VI Relationships with co-workers.

VII Relationships with observers and visitors.

VIII Teacher/Parent Relationships.

IX Teacher/Child Relationships and Management

a. Children without deficits
b. Gifted
c. Blind
d. Deaf
e. Orthopedically handicapped
f. Epileptic
g. Cerebral Palsied
h. Undiagnosed deficits
i. Multiple deficits
j. Speech deficits
k. Emotionally Disturbed-Behavior Disturbances
l. Mildly Mentally Retarded
m. Severely Mentally Retarded
n. Down's Syndrome

X Comments:

Signature

lec 10/74 Revised

School

Figure 4

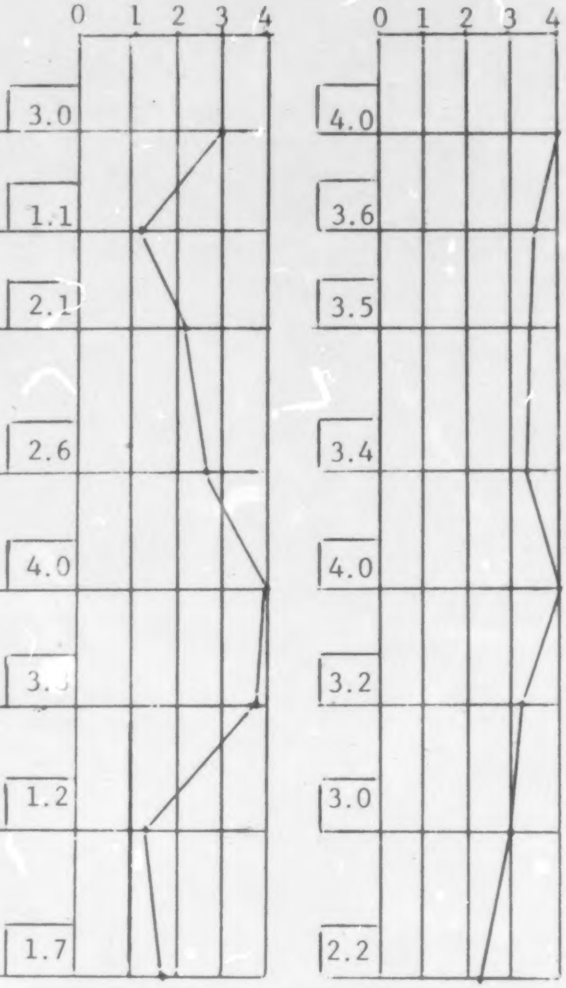
SAMPLE DEVELOPMENTAL TEACHER COMPETENCY CHECKLIST
PAGE AND CHARTING OF EVALUATIONS

| | | S1 | H1 | S2 | H2 |
|---|---|---|---|---|---|
| 4.3.0 | Provide for and manage diversity in Cognitive Domain in children who are: | | | | |
| 4.3.1 | very bright or gifted | 2 | 3 | 3 | 3 |
| 4.3.2 | bright | 2 | 3 | 4 | 3 |
| 4.3.3 | average | 2 | 3 | 4 | 4 |
| 4.3.4 | slow | 2 | 2 | 4 | 3 |
| 4.3.5 | retarded | 2 | 2 | 3 | 4 |
| 4.4.0 | Provide for and manage diversity in Psycho-Motor Domain in children who are: | | | | |
| 4.4.1 | without sensory deficits or handicaps and exhibit good gross and fine motor control. | 3 | 4 | 4 | 4 |
| 4.4.2 | blind | 2 | 1 | 4 | 3 |
| 4.4.3 | deaf | 1 | 1 | 4 | 4 |
| 4.4.4 | orthopedically disabled | 2 | 2 | 3 | 4 |
| 4.4.5 | epileptic | 1 | 1 | 3 | 3 |
| 4.4.6 | cerebral palsied | 2 | 1 | 3 | 3 |
| 4.4.7 | who have undiagnosed deficits | 2 | 2 | 3 | 4 |
| 4 4.8 | who have multiple deficits | 2 | 1 | 3 | 4 |
| 4.5.0 | Demonstrate respect for and enhance the behavior of a child. | | | | |
| 4.5.1 | Listen to and respond to a child. | 3 | 4 | 4 | 4 |
| 4.5.2 | Be honest in explanations to a child. | 4 | 4 | 4 | 4 |
| 4.5.3 | Express feelings to a child within the limits of each child's tolerances. | 3 | 4 | 4 | 4 |
| 4.5.4 | Communicate so that child can understand messages. | 3 | 4 | 4 | 4 |

S1 - Initial Self Evaluation
H1 - Initial Head Teacher Evaluation
S2 - Final Self Evaluation
H2 - Final Head Teacher Evaluation

## Figure 5

### DEVELOPMENTAL TEACHER COMPETENCY CHECKLIST PROFILE AND PROGRESS REPORT



| | Evaluator: Head Teacher<br>Date: September | Evaluator: Head Teacher<br>Date: December |
|---|---|---|
| 1. Classroom Management | 3.0 | 4.0 |
| 2. Assessment | 1.1 | 3.6 |
| 3. Program Design and Planning | 2.1 | 3.5 |
| 4. Teacher/Child Relationships and Management | 2.6 | 3.4 |
| 5. Staff and Co-Worker Relations | 4.0 | 4.0 |
| 6. Professional Work Habits | 3.8 | 3.2 |
| 7. Parent Relationships | 1.2 | 3.0 |
| 8. Community Relationships and Resources | 1.7 | 2.2 |
| Total of Means: | 19.5 | 26.9 |
| | ÷8= | ÷8= |
| Grand Mean: | 2.4 | 3.3 |

Figure 6

## CAREERS IN INTEGRATED EARLY CHILDHOOD PROGRAMS
Preschool Laboratory
California State University, Northridge

Molly C. Gorelick

## TEACHER'S IDEAL CLASS COMPOSITION

If you had the opportunity to choose the 16 children for your preschool class, how many children in each category would you include?

### I. Age

3 ____
3½ ____
4 ____
4½ ____
5 ____
5½ ____
Other ____
16

### II. Sex

Male ____
Female ____
16

### III. Intellectual Ability

Very Superior ____
Superior ____
High Average ____
Normal or Average ____
Low Average ____
Borderline Retarded ____
Retarded ____
16

### IV. Race and Ethnic Group

Caucasian ____
Black ____
Oriental ____
Amer. Indian ____
Chicano ____
Other ____
16

### V. Religion

Protestant ____
Catholic ____
Jewish ____
Moslem ____
Buddhist ____
Unaffil. ____
Other ____
16

### VI. Socio-Economic

Upper ____
Middle ____
Lower-middle ____
Lower ____
Welfare ____
Other ____
16

### VII. Physical and Mental Handicaps

No handicaps ____
Mild Mental Retardation ____
Severe Mental Retardation ____
Mild emotional problems ____
Severely emotionally disturbed (Autistic) ____
Mild Cerebral Palsy ____
Hearing impaired ____
Deaf ____
Blind ____
Developmental Lag ____
Speech Disorder ____
Orthopedically Handicapped ____
Seizures (petite mal) ____
Hyperactive ____
Other ____
16

### VIII. Emotional

Cooperative/Compliant ____
Anger/Defiance ____
Apathy/Withdrawal ____
Other ____
16

### IX. Social

Interest/participation ____
Friendly/sociable ____
Loner/isolate ____
Other ____
16

### X. Parent Education

Less than High school ____
Some High school ____
High school graduate ____
Some college ____
College graduate ____
Professional ____
Other ____
16

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Figure 7

## CAREERS IN INTEGRATED EARLY CHILDHOOD PROGRAMS
Preschool Laboratory
California State University, Northridge

## TEACHER'S CLASS COMPOSITION SATISFACTION FORM

Now that you know your class-composition, we'd like to know if it's the kind of class you feel you are most competent, comfortable, and happy to teach. Please check satisfied or not next to these characteristics. If you check not on any of these, please note what you would add or eliminate.

| | satisfied | not satisfied | add | eliminate |
|---|---|---|---|---|
| 1. Age | | | | |
| 2. Sex (ratio) | | | | |
| 3. Cognitive Ability (range) | | | | |
| 4. Race and Ethnic group | | | | |
| 5. Religion | | | | |
| 6. Socio-Economic | | | | |
| 7. Parent Education | | | | |
| 8. Social (types and numbers of problems) | | | | |
| 9. Emotional (types and number of problems) | | | | |
| 10. Physical and Mental (types and number of problems) | | | | |

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Figure 8

## CAREERS IN INTEGRATED EARLY CHILDHOOD PROGRAMS
Preschool Laboratory
California State University, Northridge

Molly C. Gorelick

## ASSISTANT TEACHER'S SELF EVALUATION OF VIDEO-TAPE

Name:__________________Video Tape #:__________Date:__________

Situation:____________________________________________________

1. a) Check one:

___supervision ___large group
___small group ___one to one

b) Check one:

___cognitive ___psycho-motor
___affective ___creative

2. What was your objective and/or goal in this teaching situation?

3. Do you feel that you accomplished your objective?

4. If so - what evidence did you see?

5. If not - what were the problems?

6. How could you have improved the situation?

7. Evaluate this as a learning experience for you.

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## Figure 9

CAREERS IN INTEGRATED EARLY CHILDHOOD PROGRAMS
Preschool Laboratory
California State University, Northridge

Molly C. Gorelick

### HEAD TEACHER'S EVALUATION OF VIDEO-TAPE

Head Teacher:______________________________ Date:__________________

Assistant Teacher:_________________________ Video Tape #:__________

Situation:______________________________________________________________

1. a) Check one:

___supervision ___large group
___small group ___one to one

b) Check one:

___cognitive ___psycho-motor
___affective ___creative

2. Do you feel that the Assistant Teacher accomplished her/his objective in this situation?

3. If so - what evidence did you see?

4. If not - what were the problems?

5. How could she/he have improved the situation?

6. Evaluate this as a learning experience for you.

7. Evaluate this as a learning experience for her/him.

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Figure 10

## CAREERS IN INTEGRATED EARLY CHILDHOOD PROGRAMS
Preschool Laboratory
California State University, Northridge

Your knowledge of Child Development should enable you to estimate the Developmental Age Level of each child in your class. Base your estimations on your observations and informal assessments. If assistance is needed refer to the attached chart of Developmental Levels. Put an * next to the child's name in the area you think there is a developmental lag.

## TEACHER ESTIMATION OF CHILDREN'S DEVELOPMENTAL AGE LEVEL IN THE PERSONAL-SOCIAL AREA
(Friends, group participation,
peer and adult relationships)

| PERSONAL-SOCIAL Developmental Age Level | Children's Names | PERSONAL-SOCIAL Developmental Age Level | Children's Names |
|---|---|---|---|
| Over 5 years: | | 3½ years: | |
| 5 years: | | 3 years: | |
| 4½ years: | | 2½ years: | |
| 4 years: | | Below 2½ years: | |

Figure 10 (continued)

### TEACHER ESTIMATION OF CHILDREN'S DEVELOPMENTAL AGE LEVEL IN THE LANGUAGE AREA
(Vocabulary, syntax and speech)

| LANGUAGE Developmental Age Level | Children's Names | LANGUAGE Developmental Age Level | Children's Names |
|---|---|---|---|
| Over 5 years: | | 3½ years: | |
| 5 years: | | 3 years: | |
| 4½ years: | | 2½ years: | |
| 4 years: | | Below 2½ years: | |

## Figure 10 (continued)

### TEACHER ESTIMATION OF CHILDREN'S DEVELOPMENTAL AGE LEVEL IN THE GROSS MOTOR AREA

(climbing, hopping, throwing, running, skipping, body image)

| GROSS-MOTOR Developmental Age Level | Children's Names | GROSS-MOTOR Developmental Age Level | Children's Names |
|---|---|---|---|
| Over 5 years: | | 3½ years: | |
| 5 years: | | 3 years: | |
| 4½ years: | | 2½ years: | |
| 4 years: | | Below 2½ years: | |

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Figure 10 (continued)

## TEACHER ESTIMATION OF CHILDREN'S DEVELOPMENTAL AGE LEVEL IN THE FINE MOTOR AREA
(picking up small objects, pincer control)

| FINE-MOTOR Developmental Age Level | Children's Names | FINE-MOTOR Developmental Age Level | Children's Names |
|---|---|---|---|
| Over 5 years: | | 3½ years: | |
| 5 years: | | 3 years: | |
| 4½ years: | | 2½ years: | |
| 4 years: | | Below 2½ years: | |

Figure 10 (concluded)

TEACHER ESTIMATION OF CHILDREN'S INTELLECTUAL FUNCTIONING
(Problem solving ability, attention, knowledge, concepts)

| INTELLECTUAL FUNCTIONING Classification* | Children's Names |
|---|---|
| **Very Superior:** | |
| **Superior:** | |
| **High Average:** | |
| Average: | |
| **Low Average:** | |
| **Borderline Retarded:** | |
| **Retarded:** | |

*Stanford Binet Intelligence Scale, Boston: Houghton Mifflin Co, 1960

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## DEVELOPMENTAL AGE LEVELS OF CHILDREN

Taken from Gesell Developmental Schedules, Vineland Social Maturity Scale and Sta
Project Director: Mol
Adapted by: "Careers in Integrated Early Childhood Programs" Clinical Director: Lo

| | 4 years | 4½ years | |
|---|---|---|---|
| Psycho-Motor | Walks down stairs foot to step<br>Skips on one foot only<br>Does running or standing broad jump<br>Throws ball overhand<br>Stands on one foot 4 to 8 seconds<br>Imitates gate of blocks<br>Draws building with blocks | Hops on 1 foot<br>Traces cross<br>Copies square (Gesell)<br>Makes gate of blocks from model | Uses pencil<br>Prints simp<br>Puts 10 bea<br>Skips using<br>Stands on o<br>Builds 2 st<br>Draws unmis<br>Copies tria<br>Copies squa |
| Language | Selects heavier weight<br>Repeats one of three sentences of 12-13 syllables each. | Repeats 4 digits<br>Counts 4 objects and answers "how many"<br>Articulation is not infantile | Counts 10<br>Knows numb<br>Names penn<br>Names all<br>Asks meani |
| Personal-Social | Brushes teeth<br>Dresses and undresses with supervision<br>Laces shoes<br>Distinguishes front and back of clothes<br>Cooperates with children<br>Goes on errands outside home (not across street)<br>Cares for self at toilet<br>Tends to go out of prescribed bounds | Calls attention to own performance<br>Relates fanciful tales<br>Bosses and criticizes<br>Shows off dramatically | Plays comp<br>Dresses se<br>Uses skate<br>Dresses up |

## DEVELOPMENTAL AGE LEVELS OF CHILDREN

esell Developmental Schedules, Vineland Social Maturity Scale and Stanford-Binet Intelligence Scale
Project Director: Molly C. Gorelick, Ed.D.
Careers in Integrated Early Childhood Programs" Clinical Director: Loretta J. Friedman, Ed.M.

| | 4½ years | 5 years |
|---|---|---|
| tairs foot to step<br>foot only<br>or standing broad jump<br>overhand<br>e foot 4 to 8 seconds<br>e of blocks<br>ng with blocks | Hops on 1 foot<br>Traces cross<br>Copies square (Gesell)<br>Makes gate of blocks from model | Uses pencil or crayon for drawing<br>Prints simple words<br>Puts 10 beads into bottle in 20 seconds<br>Skips using feet alternately<br>Stands on one foot more than 8 seconds<br>Builds 2 steps with cubes<br>Draws unmistakable person<br>Copies triangle and rectangle<br>Copies square (Binet) |
| ler weight<br>of three sentences<br>f 12-13 syllables each. | Repeats 4 digits<br>Counts 4 objects and answers "how many"<br>Articulation is not infantile | Counts 10 objects correctly<br>Knows number of fingers on hand (Gesell)<br>Names penny, nickel, dime (Gesell)<br>Names all colors<br>Asks meaning of words |
| h<br>ndresses with supervision<br>front and back of clothes<br>h children<br>nds outside home<br>not across street)<br>lf at toilet<br>out of prescribed bounds | Calls attention to own performance<br>Relates fanciful tales<br>Bosses and criticizes<br>Shows off dramatically | Plays competitive exercise games<br>Dresses self except tying<br>Uses skates, sled, and wagon<br>Dresses up in adult clothes |

Figure 11

L

Taken from: Gesell Developmental Schedules, Vineland Social Maturity Scale and

| | 2½ years | 3 years | 3½ |
|---|---|---|---|
| Psycho-Motor | Walks on tiptoe<br>Jumps with both feet<br>Tries to stand on one foot<br>Can build tower of eight blocks<br>Holds crayon by fingers<br>Makes 2 or more strokes when copying cross<br>Imitates V and H strokes | Alternates feet going up and down stairs<br>Jumps from bottom stair<br>Rides tricycle using pedals<br>Stands on one foot for one second<br>Can put 10 beads in bottle in 30 seconds<br>Draws a verticle line<br>Cuts with scissors<br>Can build tower of 9 blocks<br>Imitates bridge of blocks<br>Copies circle<br>Imitates cross (Gesell)<br>Strings 4 beads (Binet) | Stands on or<br>Walks with b<br>Traces diamo<br>Builds bridg<br>Sorts black |
| Language | Gives full name<br>Repeats 2 digits<br>Points to 6 parts of the body (Binet) | Repeats 6-7 syllable sentences<br>Repeats 3 digits<br>Names own drawing<br>Uses plurals<br>Relates experiences<br>Tells which sex | Repeats 3<br>Can tell wh |
| Personal-Social | Refers to self by pronoun rather than name<br>Pushes toy with good steering<br>Helps put things away<br>Can carry breakable objects<br>Dries own hands<br>Gets drink unassisted<br>Eats with fork<br>Removes coat or dress | Feeds self, spills little<br>Pours well from pitcher<br>Puts on shoes, coat, or dress unassisted<br>Buttons and unbuttons<br>Understands taking turns<br>Knows a few rhymes<br>Avoids simple hazards | Washes an<br>Associati<br>Helps at<br>Performs |

8

Gesell Developmental Schedules, Vineland Social Maturity Scale and Stanford-Binet Intelligence Scale

| | 3 years | 3½ years |
|---|---|---|
| toe<br>oth feet<br>nd on one foot<br>wer of eight blocks<br>by fingers<br>ore strokes when copying cross<br>nd H strokes | Alternates feet going up and down stairs<br>Jumps from bottom stair<br>Rides tricycle using pedals<br>Stands on one foot for one second<br>Can put 10 beads in bottle in 30 seconds<br>Draws a verticle line<br>Cuts with scissors<br>Can build tower of 9 blocks<br>Imitates bridge of blocks<br>Copies circle<br>Imitates cross (Gesell)<br>Strings 4 beads (Binet) | Stands on one foot for 2 seconds<br>Walks with both feet on walking board<br>Traces diamond<br>Builds bridge of blocks from model<br>Sorts black and white buttons (Binet) |
| name<br>igits<br>parts of the body (Binet) | Repeats 6-7 syllable sentences<br>Repeats 3 digits<br>Names own drawing<br>Uses plurals<br>Relates experiences<br>Tells which sex | Repeats 3 digits<br>Can tell which is bigger and longer (Binet) |
| elf by pronoun<br>than name<br>with good steering<br>hings away<br>reakable objects<br>ands<br>nassisted<br>ork<br>t or dress | Feeds self, spills little<br>Pours well from pitcher<br>Puts on shoes, coat, or dress unassisted<br>Buttons and unbuttons<br>Understands taking turns<br>Knows a few rhymes<br>Avoids simple hazards | Washes and dries hands and face<br>Associative play replaces parallel play<br>Helps at little household talks<br>Performs for others |

Figure 12

## Careers in Integrated Early Childhood Programs

Preschool Laboratory
California State University, Northridge

Dear Parent,

In order to assist us in assessing your child's level of development in various areas, will you kindly complete the following chart.

Please base your estimations of your child's developmental levels on your own knowledge, observations, and interactions with your child. If necessary, use the attached chart as a guideline.

Name of Child____________________________Age____Birthdate_______________

Class: ☐ A (Sandy a.m.), ☐ B (Gerry a.m.), ☐ C (Sandy p.m.), ☐ D (Gerry p.m.)

Check the appropriate age level for each area listed.

| | AREAS | | | | |
|---|---|---|---|---|---|
| Developmental Age Level | Personal Social | Language | Large Motor | Small Motor | Intellectual Functioning |
| Over 5 | | | | | |
| 5 | | | | | |
| 4½ | | | | | |
| 4 | | | | | |
| 3½ | | | | | |
| 3 | | | | | |
| 2½ | | | | | |
| Below 2½ | | | | | |

Also, please check a single term which characterizes your child's overall intellectual functioning.

| | |
|---|---|
| Very Superior | |
| Superior | |
| High Average | |
| Average | |
| Low Average | |
| Borderline Retarded | |
| Retarded | |

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Figure 13

## CAREERS IN INTEGRATED EARLY CHILDHOOD PROGRAMS
Preschool Laboratory
California State University, Northridge

Molly C. Gorelick

## TEACHER'S INITIAL EXPECTATIONS AND EVALUATIONS OF THE INTEGRATED PRESCHOOL PROGRAM

In order to assess the adequacy and relevance of this program, we need to have your opinions, impressions and suggestions. We are, therefore, asking that you complete the following questionnaire. Please feel free to express yourself fully.

1. The philosophy of the Preschool is:

2. My feeling about integration of a small number of children with handicaps into the regular preschool classroom is:

3. In training to be an effective teacher of integrated preschools, I need:

   a. Schooling:

   b. Experience:

   c. Advisement about:

   c. Skills:

   e. Personality traits:

Figure 13 (continued)

l. Visitations

m. Materials, Equipment

n. Assessment of Children

o. Selection of Children

p. Size of Classes

q. Ratio of Adults to Children

r. Percent of Children with handicaps

s. Observers in the Classroom

t. Parent Meetings

u. Parent Conferences with Teachers

v. Other Staff Members

6. What I like(d) about the program:

Figure 13 (continued)

4. To effectively handle integrated preschool programs, a teacher should:

5. My feelings about the following:

   a. Head teachers

   b. Assistant teachers

   c. Student aides

   d. Weekly Staff Meetings

   e. Daily Staff Meetings

   f. In-Service Training

   g. Visiting Speakers

   h. Video Taping

   i. Paper Work for Grant

   j. Evaluations of myself

   k. Placements in outside agencies

Figure 13 (concluded)

7. What I don't (didn't) like about the program:

8. Feel free to use this space for anything not covered:

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Figure 14

## CAREERS IN INTEGRATED EARLY CHILDHOOD PROGRAMS
Preschool Laboratory
California State University, Northridge

Molly C. Gorelick

## JUDGMENTAL SUMMARY EVALUATION OF CHILDREN'S FUNCTIONING

I. IDENTIFICATION DATA: Name: Sex: Age: Birthdate:

II. DESCRIPTION: General Appearance: Height: Weight:
Dress: Color of Hair: Eyes:

Directions for use of Sections III to VI.

A brief judgmental statement supported by evidence should describe the child's present level of functioning. For example, Lisa's vocabulary is extensive and superior as seen in her use of words like cooperate, refuse and rely. She uses pronouns, subject and verb forms correctly, e.g. "I can't rely on you at all." Her enunciation is distinct with the exception of the letter "b" which she pronounces more like "v".

III. COGNITIVE DEVELOPMENT:

Language:

Vocabulary: (extent and complexity of words used)

Syntax: (grammatical structure)

Speech: (clarity, distortions)

Knowledge-Concepts:

General information:
Number:
Color:
Shape:
Size:
Space:
Time:
Other:

Listening:

Following Directions:

Attention:

Problem Solving:

Ability to find solutions to new situations:

Use of materials:

Object assembly and disassembly: (ability to put things together and take them apart.)

Figure 14 (concluded)

## JUDGMENTAL SUMMARY EVALUATION OF CHILDREN'S FUNCTIONING

### IV. PSYCHOMOTOR DEVELOPMENT:

Gross Motor Control:
Climbing, hopping, running, skipping, throwing ball, alternating feet, body image in relation to objects in space.

Fine Motor Control:
Picks up small objects:

Pincer control: (use of forefinger and thumb)

### V. AFFECTIVE DEVELOPMENT:

Social:
Friends: (one friend, many, none, lone)

Group Participation: (interest in activities)

Peer and adult relationships: (leadership, independent, dependent).

Emotional:
Cooperative/compliant (happy, outgoing, emotionally stable)

Anger/defiance (hostile, bossy, tantrums)

Apathy/withdrawal (sad, unhappy, sedentary)

### VI. CREATIVITY:

Art
Music
Rhythms
Dramatic Play

### VII. SUMMARY:

Brief highlights of child's present functioning level as described in report above.

### VIII. RECOMMENDATIONS:

What changes are indicated?

What should be continued, strengthened?

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## Chapter IV

## DIDACTIC MODULE

Project Objectives:

I. The core training program will provide knowledge and competency in:

  a) understanding differences in the growth and development of preschool children in cognitive, motor, and affective domains

II. Extend and utilize existing on-and off-campus resources in the training for the new careers

  a) enrich training through utilization of various department faculties and resources

  c) utilize the on-campus multimedia audio visual department.

IV. Conduct in-service training programs for resident staff, public and private preschool teachers, and administrators.

### Introduction

The California State requirements for teaching in licensed private preschools and tax supported programs such as public school early childhood programs range from a minimum of 12 units of specified university coursework to a baccalaureate degree plus two credentials (e.g. Standard and Specialist in Early Childhood). The vast differences in preparation prerequisites needed to teach in preschools in California bewildered the students selecting careers in the field. The uncertain state of the credential requirements also led to confusion among those designing training programs. Since California public schools are anticipating enrolling children at four years of age, plus moving toward greater integration of children with handicaps, the trainees in the project were encouraged to work toward obtaining a baccalaureate degree as this would increase their career options. The B.A or B.S. would permit them to obtain a teaching credential also.

### Strategy 1.0 Coursework - Child Development Major

The didactic components of the training program were tied to the competencies specified in the Developmental Teacher Competency Checklist. For example, the didactic modules consisted of designated university courses, special lectures, audio visual materials, conferences, tutorials, and assigned and suggested readings.

The analysis of the majors of the Developmental Assistants showed that the majority were Child Development majors and therefore had taken or were obtaining the minimum course prerequisites required by the project in the selection of candidates (See Table 4).

A major in Home Economics at California State University, Northridge, provides an option (specialization) in Child Development. In the Fall of 1971 a new interdisciplinary major in Child Development was initiated involving the departments of Home Economics, Education, Recreation, Psychology, Physical Education, Art, Chicano Studies, and Music. The new major stimulated increased interest in careers in early childhood programs and offered students wishing to enter the field a choice of undergraduate majors.

At the present time (Spring 1975) almost 500 students are enrolled in the Child Development major and approximately 30 in the Home Economics Child Development option.

The courses (Figure 15) included in the Child Development major were the result of the deliberations and research conducted by university committees over a period of several years. The program was reviewed, evaluated, and revised in the four years since its inception by the various departments involved in the major.

## Figure 15

## CHILD DEVELOPMENT

Child Development is an interdisciplinary major that focuses on the biological, social, psychological and educational foundations of child behavior and development. The program includes the study of normal and atypical development with a focus on early childhood.

Lower Division Requirements:

| | Units |
|---|---|
| Psychology 250 (General Psychology)<br>or<br>Biology 281 (Human Physiology) | 3 |

Upper Division - The core program is required of all child development majors.

| | Units |
|---|---|
| Child Development | 7-9 |
| Select one of the following: | |
| Home Economics 330.<br>(Child Growth and Development I) | (3) |
| Home Economics 335.<br>(Prenatal and Infant Development) | (3) |
| Psychology 413.<br>(Current Trends in Child Psychology) | (4) |
| Select one of the following: | |
| Home Economics 431 and 431L.<br>(Child Growth and Development II) | (4) |
| Psychology 313 and 313S.<br>(Developmental Psychology) | (5) |
| Child, Family and Community Relations | 3 |
| Select one of the following: | |
| Home Economics 432.<br>(Child in the Family) | (3) |
| Sociology 459.<br>(Child Welfare) | (3) |
| Anthropology 305.<br>(Culture and Personality) | (3) |
| Sociology 305.<br>(Culture and Personality) | (3) |
| Anthropology 308.<br>(Women in Culture) | (3) |
| Creative Experiences for Young Children | 9 |
| Select three of the following: | |
| Art 383.<br>(Art for Early Childhood) | (3) |
| Chicano Studies 480.<br>(Children's Literature in Latin America in Translation) | (3) |
| Drama 373<br>(Creative Dramatics) | (3) |
| English 328.<br>(Children's Literature) | (3) |
| Music 362.<br>(Music for Early Childhood) | (3) |
| Physical Education 370.<br>(Physical Education for Early Childhood) | (3) |
| Recreation 305.<br>(Dynamics of Early Childhood Play) | (3) |

| | Units |
|---|---|
| Dynamics of Learning and Individual Behavior ................................ | 7-9 |
| Select one of the following: | |
| Psychology 302.<br>(Human Learning in the Formative Years) | (4) |
| Psychology 350 and 350S.<br>(Principles of Learning) | (5) |
| Psychology 412.<br>(Advanced Developmental Psychology) | (4) |
| Psychology 462.<br>(Development of Language and Thought) | (4) |
| Anthropology 409A.<br>(Problems in Language and Culture) | (3) |
| Select one of the following: | |
| Psychology 406.<br>(Mental Deficiency) | (4) |
| Psychology 310.<br>(Behavior Disorders) | (4) |
| Communicative Disorders 462.<br>(Language Development and Language Disorders) | (3) |
| Physical Education 328.<br>(Structural and Motor Disabilities of Children) | (3) |
| Seminars ................................ | 6 |
| Every student is required to complete a Junior and a Senior Seminar. | |
| Child Development 396.<br>(Proseminar in Child Development) | (3) |
| Child Development 496.<br>(Seminar in Child Development) | (3) |

Electives:

In consultation with and approval from an adviser, the student will select twelve units of electives relevant to the discipline of Child Development. Student may elect to choose all the 12 units in one of the approved disciplines or from several disciplines according to his career goals.

## 1.1 Student Feedback on Course Work

During the first year of the project, the feedback from the Developmental Assistants indicated that their course work was not providing sufficient knowledge about the specific kinds of disabilities which they were encountering in the children in their preschool laboratory classes. Fears were expressed by some of the trainees that their lack of knowledge of the child's disability might delay the child's development. Reassurances from the Project Staff were inadequate to overcome the trainees' and Head Teachers' feelings of inadequacy. Feelings of adequacy and positive attitudes in working with children with disabilities were seen as key factors in the development of teachers competent to work in the integrated preschool setting. Therefore, a systematic approach was initiated to increase the confidence of the staff through additional didactic input.

## Strategy 2.0 Student Course Expectations Study

A study was undertaken in the Fall of 1972 to determine the students' expectations in the didactic courses they were undertaking in the Home Economics Department. A "Course Expectations" questionnaire (Figure 16) was developed, consisting of a total of nineteen statements in the areas of style of teaching, course content, course outcomes, and grading policies. The questionnaire was administered to 833 undergraduate and graduate students (primarily female) in general education courses and those designed for majors offered by the Department of Home Economics at CSUN. The courses used in the study were in areas of Child Growth and Development, Marriage and Family Relations, Textiles, and Nutrition.

### Evaluation of Course Expectations Questionnaire

The results indicated that the greatest consensus occurred in the areas of teaching style and grading. Students overwhelmingly wanted resource speakers brought in to the class, appropriate audio visual media, and the grading policy for the course stated at the beginning of the semester. They also preferred a combination of lectures and discussions.

The "Course Expectations" questionnaire provided a method for obtaining student preferences in terms of course conduct and content early in the semester. The professor could utilize this information to make changes appropriate to that particular group of students rather than waiting for the usual end of semester evaluations.

## Strategy 3.0 Readings - Independent Study

Special readings were suggested to the preschool staff on an individual basis by the Project and Clinical Directors to assist in providing additional knowledge in the areas of comparative normal and atypical development. Readings of current journal articles, books, and abstracts were recommended on the basis of the expressed concerns about certain disabilities (See Bibliography).

## Strategy 4.0 Pre- and In-service Didactic Input from On-Campus Resources

Before the design of the Developmental Teacher Competency Checklist (DTCC), special training needs were assessed informally and appropriate interventions scheduled. The emergence of the DTCC permitted a more systematic approach to the training needs of the Developmental Head Teachers and Assistants. The DTCC was administered at the beginning of the semester to provide the direction and content of needed pre- and in-service training.

### 4.1 Lectures and Workshops

The publicity given to the integrated careers project helped create interest in the program among the different University campus departments. Cooperation was sought and forthcoming from experts in the various faculties on campus. The training sessions offered to the project Developmental Assistants and Preschool staff by cooperating faculty members included lectures and demonstrations. At least one staff meeting a month was set aside for an invited lecturer from on- or off-campus resources. Examples of the nature of the presentations given to the staff by on-campus resources follow:

| Person | Topic | Purpose |
|---|---|---|
| Dr. Molly Gorelick, Project Director | Understanding Developmental Disabilities | Several sessions were conducted by the Project Director to describe various handicaps and to answer the trainees' questions relative to the mentally retarded and other disabilities represented in the integrated program. |
| Dr. Ray Jones, Director of Center on Deafness, CSUN | Teaching the Deaf Child | Chairman of Center on Deafness discussed working to develop oral language and finger spelling and signing for the profoundly deaf child in the program. |

| | | |
|---|---|---|
| Mr. Brad Smith, Counselor, CSUN | The Blind Child in the Preschool | Counselor on campus allayed fears that the integrated program does not provide sufficient specialization for the blind child. Discussed personal experiences as an individual who is blind. |
| Dr. Elaine Hannah, Professor of Communicative Disorders and Director of CSUN Speech Clinic | Speech Therapy Progress Report | Feedback was given concerning the children in the program who were attending the Speech Clinic. |
| Loretta Friedman, Clinical Director | The Selection and Administration of Tests by the Preschool Teacher. | A demonstration and discussion was conducted concerning appropriate tests for teachers to administer at the preschool level, such as the Brenner, Burks, Peabody, Boehm, Vineland, and Gorelick's Clinical Observation Techniques. |

### 4.1.1 Brown Bag Lunch Rap Sessions

Brown Bag Lunch Rap Sessions with students and Home Economics-Child Development faculty were added in the 1973-74 period.

The rap sessions were planned to give students greater opportunity to meet the entire faculty involved in Early Childhood and to discuss their interests, concerns, careers, and questions related to the development of children with and without disabilities.

Informal meetings were arranged monthly. The sessions were held on the patio at the Preschool Laboratory. The Home Economics faculty announced these sessions to their classes.

### Evaluation of Brown Bag Lunch Rap Sessions

The expectation that students would enjoy and participate in an opportunity to meet informally with faculty and Preschool Lab and Project staff in the Brown Bag Lunch Sessions was not completely fulfilled. The attendance varied from large to very small numbers of students. However, when questioned about the value of the sessions, the students overwhelmingly supported their continuance.

## Strategy 5.0 Audio Visual Software

Data from the "Course Expectations" questionnaire indicated a strong student preference for the use of audio visual materials to enhance didactic lectures.

From the onset of the project to its completion, the Audio Visual Department provided assistance to the preschool staff in the loan and use of equipment and films. The Audio Visual Department assisted the Project Staff in photographing some special project materials. The Audio Visual Department was also most cooperative in notifying the Project Staff of any new films or materials dealing with children with disabilities which had come to their attention.

### 5.1 Film Viewing

Special film viewing sessions for the trainees and staff were arranged when a particular film could assist in answering questions or when an appropriate and outstanding film was being previewed on campus. A rating form (Figure 17), developed by the American Association on Mental Deficiency, Region II, Annual Film Festival was provided the trainees to obtain their evaluations of the films. Some of the films (See Film Bibliography) given very good to excellent ratings were:

1) Aids for Teaching the Mentally Retarded
2) A Child is a Child
3) I'm Ready Mom, Are You?
4) Kevin is Four
5) Total Communication
6) Behavior Modification: Teaching Language to Psychotic Children
7) Janet is a Little Girl
8) Graduation
9) Painting is Loving

The Developmental Assistants were encouraged to use the preview rooms in the Audio Visual Department to view the University's outstanding collection of films about mental retardation and other disabilities.

Figure 17

FILM EVALUATION

TITLE OF FILM ______________________________________

PLEASE RATE AS FOLLOWS: (1) Very Poor (2) Poor
(3) Average (4) Good
(5) Excellent

I. Content ____
II. Interest ____
III. Film Technique ____
IV. This film is appropriate for:
  a. Professionals only ____
  b. Non-professionals ____
  c. Both A and B ____
V. Your free associative comment concerning this selection: ______________________________
______________________________________
______________________________________
______________________________________

### 5.2 Film Production

Since no film dealing with the attitudes of teachers toward the integration of preschool children was available, the Project Director, in cooperation with professional film makers who donated their services, undertook the production of a short 16mm film in this area. The film, titled "A Child is a Child", was completed and released in 1972. The film dealt with one of the major premises of the project: the basic generic knowledge, skills, and attitudes needed to teach "normal" children are applicable to children with disabilities. It also attempted to expose myths that have evolved about some "special" or "magical" skills needed to teach children with disabilities. The film emphasized the similarity between all children while noting the differences that make each child unique.

### 5.3 Slides and Photographs

The axiom that a single picture is worth a thousand words was borne out by the positive reactions from trainees, colleagues, and community to the visual materials.

A series of slides were produced to portray the program of the Preschool Laboratory and to improve the understanding of children with developmental disabilities.

Also designed were a set of slides to explain basic concepts useful to teachers in designing learning opportunities for the child with developmental disabilities. Sets of slides developed were: "The Preschool Laboratory: Integrated Program Activities", "Classification of Concept Representation Schema", and "Anomalies Associated with Mental Retardation". In addition, the production of booklets which would graphically summarize the key components in the project "Careers in Integrated Early Childhood Programs" was also undertaken. Photographic booklets submitted with this final report are "A Teacher in the Making: Integrated Early Childhood Programs" and "Recipes for Teaching: Early Childhood Programs Integrating Children with Disabilities".

## Evaluation of Audio Visual Software

The film "A Child is a Child" was well received and served not only the training purposes of the project but the many agencies and schools embarking on a program of integrating children with disabilities. Its release was particularly timely since Head Start was directed to include children with disabilities in its program, and used the film for in-service training of staff. The film became an integral part of the project's training program on campus and was widely used for the dissemination of the project's purposes. The overall feedback from the trainees and staff was positive on the value of the films and slides in clarifying their knowledge of particular developmental disabilities and further validated the high ratings given to the use of A/V materials in the"Course Expectations" questionnaire. Those films which contained practical suggestions for handling special problem areas or curricula received the highest ratings.

The experience in this project indicates that carefully selected films and other visual aids of excellent technical quality and content appear to be effective media for increasing knowledge and improving attitudes toward children with developmental disabilities.

## Strategy 6.0 Off-Campus Resources

The summary of the various self-evaluation instruments provided the guidelines for organizing the series of monthly in-service lectures, Distinguished Lecturer presentations, and discussions which tapped off-campus resources.

At the outset of the training, the areas of needed input identified most frequently by the individual trainees and the group as a whole were:

a) how to modify inappropriate social behavior
b) how to initiate language in a non-speaking child
c) how to work with specific disabilities such as mental retardation, blindness, and deafness
d) what types of assessment instruments and methods were appropriate for the preschool child
e) how to involve and counsel parents
f) what qualities employers of preschool teachers were seeking.

### 6.1 Distinguished Lecturer and Video Tape Series

Beginning in 1972-73, to enrich the content of the didactic courses offered the students in the area of Child Development and to provide information in the areas in which students wanted more input, the project staff in cooperation with the faculty of the Department of Home Economics initiated a "Distinguished Lecturer Series". A total of 19 lectures were scheduled from Spring 1973 to Spring 1975. The audience ranged in size from approximately 150 to 250 persons. For the special nine video taped lecture sessions in Spring 1975, the audience ranged from 40 to 60 (See Appendix D ). In addition to the students and staff, invitations were sent to other professionals including public and private preschool teachers and administrators. From four to eleven distinguished lecturers a year were brought to campus starting in the 1972-73 project period and continuing throughout the project. The lecturers were selected for their outstanding achievements in the field of developmental disabilities and early childhood development. The series served to provide additional insight into the needs of children with special problems and to pinpoint local and state resources available to them. During the Spring 1975 semester nine distinguished lecturers were invited and their lectures were video taped in order to add to the project's video tape library. A major consideration in organizing the video tape library was the potential that the video taped lectures offered for individualized or small group instruction. The video tapes could be re-run by a student who might want further study of the lecture content. The tapes will be made available to community agencies and schools.

### 6.2 Lectures and Workshops

The bringing in of off-campus resource persons or specialists to speak to the trainees and staff at regularly scheduled once-a-month staff meetings was an integral part of the training program and was initiated at the outset of the project. Although there were members of the project staff and on-campus faculty who possessed expertise similar to or greater than some of the outside resources, staff advice did not seem to have the impact that obtaining information from "outside" experts seemed to provide. The facetious definition of an expert as someone who comes from miles away (varies with the storyteller) appeared to have some validity in this project.

A sample of topics and lecturers invited to the monthly staff meetings follows:

| Person | Topic | Purpose |
|---|---|---|
| Dr. Murray Gray, Clinical Psychologist | How Preschool Teachers can Assess Children | Discussion of the strengths and weaknesses of assessment procedures. Feedback given to the teachers about the children's test results and their implications. |
| Mrs. Ray K. Maltz, Social Worker for Special Training Program at Exceptional Children's Foundation | Parents' Involvement in the Education of their Young Child. | Discussion of parent conference techniques and how to interpret the child's progress or lack of it. |
| Mr. Don Fleming, Psychiatric Social Worker, Director of Julia Ann Singer Psychiatric Nursery | Management of Preschool Children with Emotional Problems. | Discussion of various methods of providing therapeutic experiences for children. |
| Directors of Community Preschools | Competencies Sought in Preschool Teachers | Discussion of criteria for hiring and rating staff, and career opportunities in early childhood. |
| Dr. Rosemarie Swallow, Professor, Special Education, California State University, Los Angeles | Learning Opportunities for the Blind Child. | Acquisition of language and cognitive concepts by the blind and partially sighted young child. |

| | | |
|---|---|---|
| Dr. Howard Grey, Director of Community Speech and Hearing Center, Encino. | Speech and Language Development in the Preschool Years. | Facilitating language development in young children. |
| Dr. Russell Sands, Kennedy Child Study Center. | Differential Developmental Diagnosis. | Demonstration of a differential developmental diagnosis between a normal child and a retarded child. Provision of information about the services offered mentally retarded and their families. |
| Mr. Jack Gold, Counselor, Leichman School for The Trainable Mentally Retarded. May Greene, Counselor, West Valley School for The Retarded. | Public School Resources for Children with Disabilities. | Discussion of Los Angeles School System provisions for children with social needs. |

### 6.2.1 Professional Conferences

An effort was made throughout the project to familiarize the trainees with the continuing education in the field provided by various professional organizations. Recommendations were made for participation by at least one or more trainees or staff members in conferences and workshops organized by various professional groups and agencies in the field of early childhood and developmental disabilities. The person or persons attending the conference presented a report of their experiences to the total staff.

Some of the conferences attended were:

California Association for the Education of Young Children (CAEYC)

Southern California Association for the Education for Young Children (SCAEYC)

American Association on Mental Deficiency, Region II (AAMD)

Council for Exceptional Children (CEC)

University of California, Los Angeles
(UCLA) Autism Workshop

American Association on Mental Deficiency (AAMD) and
University of Southern California (USC) Film Festival

## Evaluation of Didactic Program

One of the most enthusiastically received components of the training program was the use of specialists and Distinguished Lecturers for the in-service training. Results of the student "Course Expectation" questionnaire which highly rated the inclusion of resource speakers was also validated.

The phenomenon of the greater assimilation of knowledge received from a source identified as an "outside speaker" should be examined further in special studies.

The experience of this project indicates that if one is dealing with trainees or teachers who are insecure about their competencies, in particular teacher/child relationships, it would be beneficial to bring in outside specialists to reassure them that there are no magic, packaged, or easy solutions. Outside speakers may also reinforce the concept that basic principles of learning, growth, and development are applicable to children with disabilities.

It should be noted that students will suggest or respond affirmatively to the establishment of certain activities to enrich their knowledge and then fail to participate in these same activities when they are implemented.

## Figure 16

## COURSE EXPECTATIONS

Molly C. Gorelick
California State University, Northridge

PLEASE COMPLETE:

Course______________

Current Class Level
Freshman__________
Sophomore_________
Junior____________
Senior____________
Graduate__________
Unclassified_______

Major_____________

Age at Nearest Birthday
18_______ 22-24_______
19_______ 25-29_______
20_______ 30-34_______
21_______ 35-40_______
41 & over___

Sex
Female___ Male_______

For each of the following statements, circle the number in the right margin that indicates your reaction to the statement. Circle according to the following guide.

6 strongly agree
5 agree
4 not sure but probably agree
3 not sure but probably disagree
2 disagree
1 strongly disagree

| | | | | | | |
|---|---|---|---|---|---|---|
| 1. I would prefer lectures by the Professor with a minimum of class discussion. | 6 | 5 | 4 | 3 | 2 | 1 |
| 2. I would prefer primarily class discussions. | 6 | 5 | 4 | 3 | 2 | 1 |
| 3. I would prefer a combination of 1 and 2. | 6 | 5 | 4 | 3 | 2 | 1 |
| 4. I would prefer position and other papers prepared by and presented by individual students. | 6 | 5 | 4 | 3 | 2 | 1 |
| 5. I would prefer organized student group presentations (e.g. panels). | 6 | 5 | 4 | 3 | 2 | 1 |
| 6. I believe resource speakers would be worthwhile bringing into lecture to the class. | 6 | 5 | 4 | 3 | 2 | 1 |
| 7. Appropriately selected media such as films, and tapes add to the interest of the course | 6 | 5 | 4 | 3 | 2 | 1 |
| 8. I would like the class divided into groups with similar interests for the purpose of buzz brainstorming, and encounter sessions. | 6 | 5 | 4 | 3 | 2 | 1 |

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| | | | | | | |
|---|---|---|---|---|---|---|
| 9. I believe a pretest should be given at the very beginning to assess the student's present knowledge of the course content. | 6 | 5 | 4 | 3 | 2 | 1 |
| 10. Students should be completely free to pursue their own interests in the course. | 6 | 5 | 4 | 3 | 2 | 1 |
| 11. The basis for assigning grades should be clearly designated by the professor at the beginning of the semester. | 6 | 5 | 4 | 3 | 2 | 1 |
| 12. Students should be permitted to assign themselves grades. | 6 | 5 | 4 | 3 | 2 | 1 |
| 13. Joint decision of professor and student on assignment of grades. | 6 | 5 | 4 | 3 | 2 | 1 |

OUTCOMES YOU WOULD LIKE TO ACQUIRE FROM THIS COURSE

| | | | | | | |
|---|---|---|---|---|---|---|
| 14. Basic scientific knowledge and data in this field. | 6 | 6 | 4 | 3 | 2 | 1 |
| 15. How and where to obtain information and data in this field. | 6 | 5 | 4 | 3 | 2 | 1 |
| 16. Primarily applied, functional knowledge and practices | 6 | 5 | 4 | 3 | 2 | 1 |
| 17. Combination of scientific and applied knowledge. | 6 | 5 | 4 | 3 | 2 | 1 |
| 18. Broad overview of key concepts in the field. | 6 | 5 | 4 | 3 | 2 | 1 |
| 19. Motivation to learn more about the field. | 6 | 5 | 4 | 3 | 2 | 1 |

MCGLec 1/75

## Chapter V

# PRACTICUM MODULE

**Project Objectives.**

I. The core training program will provide knowledge and competency in:

- b) employing standardized measures and designing clinical instruments for assessing pre- and post-intervention behaviors
- c) constructing behavioral objectives for groups and individual children
- d) prescribing appropriate learning opportunities for groups and individual children
- e) changing prescriptions based on systematic assessment
- f) designing innovative materials and methods for use with preschool children of varying abilities
- g) maintaining adequate records
- h) budgeting and purchasing parsimoniously for the program
- i) conducting parent conferences and involving parents in the program

II. Extend and utilize existing on- and off-campus resources in the training for the new careers:

- b) provide field experiences to on- and off-campus day care centers, private and public preschools, and clinics.

IV. Conduct in-service training programs for resident staff, public and private preschool teachers, and administrators.

### Introduction

"... that education which does not occur through forms of life, forms that are worth living for their own sake, is always a poor substitute for the genuine reality, and tends to cramp and to deaden." (Dewey, Education Today, 1940, p.7)

The recognition that verbalized behavior is not a sufficient condition for effective teaching (Sarason, 1962) led the project staff to seek practicum opportunities and field placements which would expose the trainees to a variety of reality experiences. It was hypothesized that direct involvement in the day-to-day work of the integrated classroom by the Developmental Assistants would challenge them to become independent professional problem solvers. Thus, a basic core of practicum and field experiences were organized to provide the opportunity to apply, experience, and question the didactic knowledge gained in formal university course work. Combs (1965) noted that those involved in teacher training supported the basic assumption that all students are not at the same level of ability or competence. Through the initial assessment (Teacher Assessment Profile, TAP) of each trainee, a profile of the strengths and weaknesses of each candidate was obtained. This information was then used to modify the basic training inputs to match each individual's profile of competencies.

The practicum was divided into strategies for the purpose of identifying and organizing the components of the training program. The settings for the practicum and field experiences consisted of a combination of the on-campus Preschool Laboratory and off-campus schools and agencies.

## Strategy 1.0 Direct Classroom Experience

Depending upon the Developmental Assistant's background and ability, the trainee was gradually phased into the assumption of total responsibility for the management of the classroom.

In addition to varying the sequence of direct participation opportunities, the time period was also extended or shortened to match the progress of each trainee.

The teacher behaviors sought in the direct classroom participation strategy were outlined in the project objectives and Developmental Teacher Competency Checklist (DTCC). In addition, a set of guidelines titled "Teacher as a Facilitator" (Figure 18) was used to designate teacher/child interaction goals which were congruent with the school's philosophy. As facilitators, the trainees were to encourage children in: asking questions, problem solving, positive social relationships, language usage, awareness of body image, and creativity. Evidence that the trainees were acting as facilitators for these goals was obtained through their documenting specific examples of their implementation. The trainee's role as a facilitator was incorporated in all the Strategy 1.0 components.

### 1.1 Observation

The trainees all had one or more courses which involved direct observation in the Laboratory School prior to their assignment as Developmental Assistants. Therefore, they were able to participate in selected activities at the beginning of their training without extended observation of the program.

### 1.2 Participation in a Learning Center

Trainees were assigned to a single indoor learning center or outdoor area which had been planned by the Head Teachers. They were responsible for interacting with the children who selected that particular area.

### 1.3 Responsibility for a Major Class Activity

Trainees were given responsibility for planning and leading an activity involving all or most of the children, such as: music, rhythms, storytime.

### 1.4 Clinical Intervention With a Child

To develop skills and confidence in working with a child who exhibited a special need or problem, the trainees selected a child to work with on a one-to-one basis. Assistance and consultations as to the therapeutic methods to use were provided at case study staff conferences by the Preschool Project Staff.

### 1.5 Planning and Supervising One Day

Each trainee designed an entire day's program and directed its implementation. This included assigning the Head Teacher, other trainees, and student aides to various tasks. Responsibility was also assumed for conducting the daily classroom staff meeting.

### 1.6 Head Teacher for a Week

The Developmental Assistant planned and supervised the total class program for an entire week. This strategy provided the trainees with the responsibility for assuming the direction of the total class, staff, curriculum, and daily classroom staff meetings.

### 1.7 Practicum Time Schedule

The trainees were assigned to a minimum of twelve hours per week of direct classroom contact in the integrated Preschool Laboratory setting. An additional four or more hours per week were provided in the Laboratory for work with an individual child, an adjunct activity, and staff meetings. For those trainees who needed more input in the area of curriculum, a special four-hour preparation session was provided, whereas trainees competent in curriculum used these four hours to participate in an off-campus special facility (Figure 19).

The activities connected with each time module included one or more of the following: observation, participation, planning, and supervision. Figure 20 is an example of a trainee's schedule.

Since the trainees come with different backgrounds of observation or participation in a nursery school program, the amount of responsibility assigned at the beginning of the practicum varied from one task to several.

### 1.8 Visitations and Field Placements

A series of visits were arranged so that the preschool staff could observe programs conducted by different types of schools and agencies in the community for young children with and without disabilities. Site visits were made once or twice a month.

Individualized field experiences were arranged in a variety of settings for the Developmental Assistants each semester for four or more hours per week. Placements off-campus in special schools and agencies working with young children with handicaps were organized to extend the Developmental Asistants' "hands on" experiences and knowledge of children with disabilities. During the field experiences, the Assistants worked in the classrooms as teacher's aides, and were assigned to groups or individual children with special needs. The special schools and agencies used in 1971-75 for visitations and/or field placements are listed below. Those schools with an asterisk (*) served both purposes.

- Blind Children's Nursery Center
- California State University, Northridge, Day Care Center
- California State University, Northridge, Speech Clinic
- Casa Montessori
- *Community Speech and Hearing Center
- Cottage Nursery School
- Creative Frontiers (Integrated Private Preschool - Kindergarten and Day Care)
- *Dubnoff Center for Education Therapy
- Gledhill Children's Center
- *John Tracy Clinic for Deaf (Nursery School)
- *Julia Ann Singer Psychiatric Nursery
- *Kennedy Child Study Center
- *Lokrantz, (Sven) Elementary School (Public Special Education School)
- *Lowman, (Charles) Elementary School (Public Special Education School)
- *Marianne Frostig Center for Educational Therapy
- Marlton School for the Deaf (Preschool age to 6th grade)
- *Maude Booth Family Center
- Mirman School for Gifted
- Moorpark Junior College Nursery Special Head Start Program
- *New Horizons Center for Mentally Retarded
- Pacific Oaks College Nursery (Teacher training facility and demonstration nursery)
- *San Fernando Children's Center
- *Sophia Salvin School (Public Special Education School - Preschool age to 6th grade)
- *University of California, Los Angeles, Cerebral Palsy Nursery
- *University of California, Los Angeles, UES Early Childhood Program
- Valley Cities Jewish Community Center Preschool (Integrated)
- Van Nuys Speech and Hearing Center

## Figure 19

## PRACTICUM TIME SCHEDULE

| Number hours per week (variable depending on individual) | Responsibility |
|---|---|
| 12 | Direct classroom contact - Preschool Laboratory |
| 1 | Work with individual child |
| 1 | Adjunct activity |
| 2 | Weekly Staff meeting |
| 4 | Curriculum class and preparation or Participation in off-campus facility. |

Total: 20 hours per week.

## Figure 20

## EXAMPLE OF A TRAINEE'S SCHEDULE

| Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|
| | 8:30<br>SET UP<br>9:00 | | | 8:30<br>Curriculum class and Preparation or Field Placement<br>12:30 |
| 10:30<br>work with individual child<br>11:30 | 9:00<br>(classroom participation)<br>--PRESCHOOL LABORATORY--<br>11:30 | | | |
| | 11:30<br>DAILY STAFF MEETING<br>12:00 | | | |
| 12:00<br>Weekly Staff Meeting or Speaker or Visitation<br>2:00 | | | | |
| 2:00<br>Adjunct Activity*<br>3:00 | | | | |

*Instituted in 1974-75 Project Period.

## Evaluation of Visitations and Field Placements

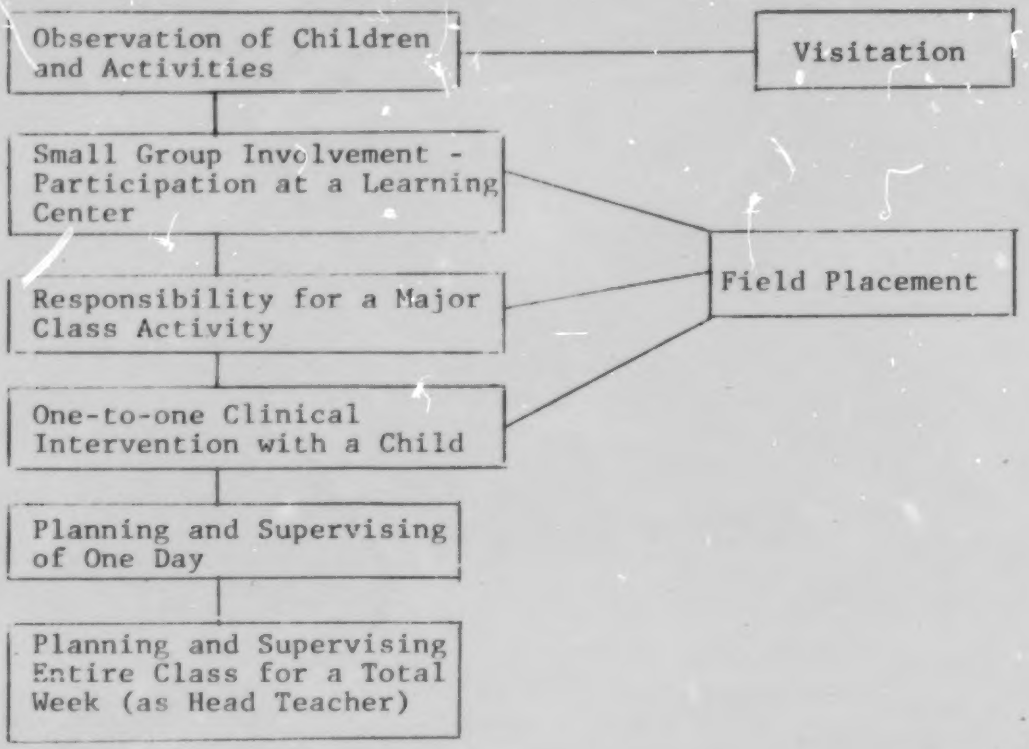
Teachers completed evaluation forms on their visitations (Figure 22). Generally the visitations were regarded as beneficial and expanded the trainees' knowledge of the various kinds of programs available.

The feedback from the Developmental Assistants about their field experience placements indicated that they considered these assignments on the whole to be extremely worthwhile to them. There were differences among the trainees as to the benefits derived from particular visitations and field experiences. In the final overall evaluation, direct classroom experience in outside special schools was ranked highly by the trainees.

Figure 21 shows a possible sequence for direct classroom experience.

Figure 21

SUMMARY OF POSSIBLE SEQUENCE OF DIRECT CLASSROOM EXPERIENCE


Observation of Children and Activities
Visitation
Small Group Involvement - Participation at a Learning Center
Field Placement
Responsibility for a Major Class Activity
One-to-one Clinical Intervention with a Child
Planning and Supervising of One Day
Planning and Supervising Entire Class for a Total Week (as Head Teacher)

## Strategy 2.0 Assessment of Children

The staff was trained to utilize various methods of observation and assessment to evaluate the child's developmental levels. Since standardized instruments for the assessment of the preschool child cannot fully describe the child's multi abilities, teachers needed to be aware of and learn to use nonstandardized methods to measure the cognitive, psychomotor, social, and emotional growth of the young child.

The trainees were involved in a continuing organized process for the collection of data concerning the developmental levels of the individual child. The methods used to gather information included the use of both standardized and nonstandardized instruments (Table 10 . See Chapter III for description of items 4,10, 11,12,13; Chapter VIII, items 8,9,17).

### 2.1 Standardized Instruments

In the 1972-73 and 1973-74 grant periods, the Stanford-Binet and Draw-A-Person Tests were administered by a consulting licensed psychologist. The psychologist conducted an in-service session to provide the trainees with information concerning the interpretation of the children's protocols and scores. The psychologist met individually with the Developmental Head Teacher and Developmental Assistants where there were special concerns expressed by them about particular children. The administration and interpretation of the following tests were taught by the project staff:

a) Peabody Picture Vocabulary Test

b) Vineland Social Maturity Scale

c) Denver Developmental Screening Test

### 2.2 Nonstandardized Techniques

The need to obtain objective ways of recording the day-to-day observations of the children's behavior, to tap areas not covered by the standardized instruments, to obtain baseline and continuing data on the children's progress, and to validate the findings of the standardized instruments resulted in the development of instruments by the project staff. Also employed were some methods commonly used to observe and record children's progress. A listing of the nonstandardized methods and instruments follows:

a) Judgmental Summary Evaluation of Children's Functioning (See Chapter III for sample and description)

## Table 10

### Systematic Assessment of Children

| | *Examiner | 1971-72 | 1972-73 | 1973-74 | 1974-75 | Fr Pe |
|---|---|---|---|---|---|---|
| 1. Four Shapes Test | T | x | x | x | x | |
| 2. Peabody Picture Vocabulary Test | T | x | x | x | x | |
| 3. Speech Evaluations | P | x | x | x | x | |
| 4. Judgmental Summary Evaluations of Children's Functioning | T | x | x | x | x | |
| 5. Parent Conference Reports | T | x | x | x | x | |
| 6. Daily & Weekly Staff Meetings & Evaluations | T | x | x | x | x | |
| 7. Patterson Behavioral Assessment Inventory | T | x | - | - | - | |
| 8. Stanford-Binet | P | | x | x | - | |
| 9. Draw-a-Person | P | | x | x | - | |
| 10. Vineland Social Maturity Scale | T | | | x | - | |
| 11. Teacher Estimations of Child's Develop. Levels | T | | | x | x | |
| 12. Parent Estimations | O | | | | x | |
| 13. Denver Developmental Screening Test | T | | | | x | |
| 14. Timed Sample Observations | T | | x | x | x | |
| 15. Anecdotal Record Studies | T | | x | x | x | |
| 16. Classification of Concept Representations Schema | T | | | x | x | |
| 17. Follow-Up After Six Months (adapted from Summary Eval. form) by Kindergarten teachers | O | | x | x | x | |

*T = Trainee or Head Teacher
P = Professional Psychologist or Special Clinician
O= Other e.g. parents or public school kindergarten or special school teac

x = in use
- = disconti

## Table 10

### Systematic Assessment of Children

| | *Examiner | 1971-72 | 1972-73 | 1973-74 | 1974-75 | Frequency Per Year | Months |
|---|---|---|---|---|---|---|---|
| Test | T | x | x | x | x | 2 | Oct/Mar |
| ure est | T | x | x | x | x | 2 | Nov/Apr |
| ations | P | x | x | x | x | 2 | Sept/Feb |
| ummary of unctioning | T | x | x | x | x | 3 | Sept/Feb/May |
| rence Reports | T | x | x | x | x | 2 | Nov/Apr |
| ly Staff valuations | T | x | x | x | x | ongoing | |
| havioral nventory | T | x | - | - | - | | Oct |
| et | P | | x | x | - | 2 | Sept/May |
| n | P | | x | x | - | 2 | Sept/May |
| ial le | T | | | x | - | 2 | Nov/Apr |
| mations of lop. Levels | T | | | x | x | 2 | Oct/Mar |
| ations | O | | | | x | 2 | Oct/Mar |
| opmental st | T | | | | x | 2 | Nov/Apr |
| Observations | T | | x | x | x | ongoing | |
| cord Studies | T | | x | x | x | ongoing | |
| on of Concept ons Schema | T | | | x | x | ongoing | |
| ter Six ted from form) ten teachers | O | | x | x | x | 1 | Nov |

Head Teacher
al Psychologist or Special Clinician
parents or public school kindergarten or special school teacher

x = in use
- = discontinued

b) Teachers' Estimations of Children's Developmental Levels (See Chapter III for sample and description)

c) Classification of Concept Representation Schema (See Chapter IV for description)

d) Motor Assessment and Development Maze

A series of tasks were organized to determine the child's psychomotor level of functioning and body image development. The maze was set up on the playground and the teachers observed balance, alternation of feet, laterality, eye-hand coordination, body image in space, e.g. judgment of spatial relationships, and gross motor coordination (Figure 23).

e) Daily Classroom Staff Meetings

At the end of each class session, the staff and trainees discussed the children's behavior and activities, teacher/child interactions, raised any questions they had relating to the program, and adjusted objectives on the basis of the discussion.

f) Weekly Total Staff Meetings

A block of two hours (12 - 2 P.M.) per week was set aside for the total staff and trainees. The sessions were designed to bring together, through reports and demonstrations, the different activities engaged in by staff and trainees and to expand knowledge through in-service training. Of the four or five Mondays in each month, one meeting was scheduled for an in-service speaker on a topic suggested by the staff. One meeting was arranged for a visitation to other facilities and the remaining two or three sessions were used for school business, adjunct activities, reports, and case studies of children.

g) Informal

Collection of children's products, e.g. beginning, middle, and end of year paintings, reproductions of shapes and forms, and crafts.

h) Commonly Used Anecdotal Records and Timed Sample Studies - Observation of Behavior

These were used to validate teacher impressions of the occurrence of particular behaviors. These techniques demonstrated that casual impressions can be distorted. For example: a teacher or trainee would say that the child would never sit still or never initiated any interaction. By systematically monitoring the behavior, teachers and trainees were able to verify or disprove their assessments (Figures 24 and 25).

## Strategy 3.0 Curriculum Design

There is no overwhelming research evidence that proves the superiority of one type of curriculum over another. This lack of a single definable curriculum which is effective for the integrated preschool program applies equally to non-integrated programs as well. Some educators believe that the effectiveness of any program rests with the individual teacher's conviction that the curriculum employed is the one most beneficial for the children. As stated earlier in the report, a basic philosophic tenet of the integrated program was the recognition of the individual differences to be found among all children - that even within the so-called homogeneous group there exists a range of abilities and disabilities. To provide for the wide spectrum of abilities, e.g. retarded to gifted, in the program, the project staff decided to use an eclectic approach in redesigning the preschool laboratory curriculum when the project was initiated in 1971-72. The eclectic curriculum permitted the harmonious coexistence of dichotomous approaches including those based on humanistic and behavioristic theories of child development (See Appendix E, Sample Daily Lesson Plan). A variety of teaching styles ranging from unstructured to structured was implemented. The practicum took into account the background differences of the trainees and Head Teachers in their understanding of curriculum theory.

As mentioned previously in this report, the academic requirements for teaching at the nursery school level in the State of California vary greatly. In-depth curriculum courses are assigned to the post-baccalaureate level - graduate level of the School of Education at this and many other universities. Thus most of the students whose career goals were teaching in nursery schools did not have exposure to the basic principles of curriculum design until the institution of the "Careers" project in 1971. Subsequent actions to correct this deficiency are discussed in Chapter IV, Didactic Module.

To overcome the initial staff and trainee weaknesses in curriculum design and knowledge of children with disabilities, the practicum included lectures and demonstrations by the project director and campus resource faculty (See Chapter IV). Presented in a compact format were basic principles of curriculum design which the project director had developed and employed in previous assignments involving the pre-and in-service training of teachers. Through the use of the "Questions and Guidelines in Curriculum Design" (Gorelick, 1965 - See Appendix F) the Head Teachers and trainees were able to acquire a summary of the principles which would permit them to fulfill the project curriculum objectives of: constructing behavioral objectives for children, prescribing appropriate learning opportunities, and designing innovative materials and methods.

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### 3.1 Constructing Behavioral Objectives for Groups and Individual Children

A "Typology of Curriculum Objectives: from Ambiguity to Precision" (Gorelick, 1963) was used to develop the ability of the trainees to utilize a systems approach in translating complex goals into their component parts definable "behaviorally and realistically for a particular learner". This was a continuing and complex process which was aided through the use of the "typology" format. A sample of the use of the typology in analyzing objectives follows:

Typology of Curriculum Objectives

| Level | Objectives (Social Adjustment) |
|---|---|
| Global | Gets along with others |
| Major | Uses good manners |
| Minor | Takes turns |
| Behavioral/ Operational | Waits in line for a drink without pushing others |

Staff discussion sessions were held daily to evaluate the day's activities and to formulate new objectives or change previously planned objectives based on the children's performance.

### 3.2 Prescribing Appropriate Learning Opportunities for Groups and Individual Children

In 1972-73 learning opportunities were correlated with the information from the assessment of the children. After demonstrations by Head Teachers, Assistants and Student Aides were assigned the task of designing the daily arrangement of the different learning centers of the classroom and outdoor environment. Focus was placed on providing prescriptive sequential learning opportunities for groups and individual children in cognitive, psychomotor, affective, and creative domains. Achieving skill in encouraging both free and guided selection of learning opportunities by the children was a key objective in the training of the Developmental Assistants.

A "Classification of Concept Representations Schema" (Gorelick, 1974 - Figure 26) was developed to assist teachers in analyzing the materials they used in the learning opportunities they designed for the child. The Head Teachers and Developmental Assistants were taught to use this classification system in order to identify those activities which seem to be successful or ineffective in achieving their objectives for the child. It also assisted the teacher in determining the extent to which they were providing activities in the various domains.

Figure 26

1.0 CONCRETE LEVEL - three dimensional representations ranging from real object or person to a general configuration of the object or person.

- 1.1 CONCRETE REALITY - the real object or person - for example: an apple that can be eaten
- 1.2 CONCRETE REPLICA - an exact duplication of form, shape, color, and size of real object or person. For example: a colored wax model of an apple.
- 1.3 CONCRETE IMPRESSION - similar in form, general configuration and shape to real object or person. Size, color, and shape can vary or be changed. For example: wooden apple, clay apple, or a bas relief representation.

2.0 PICTORIAL LEVEL - two dimensional complete drawings or photographic reproductions of varying sizes and color to represent concept.

- 2.1 PICTORIAL REPLICA - drawing or photographic representation duplicating in size and color the object or person. For example: actual size colored picture of an apple.
- 2.2 PICTORIAL IMPRESSION - drawing or photographic renditions which produce a general configuration similar to the real object or person. For example: a miniature or oversized photograph or drawing of an apple or a blurred reproduction.

3.0 SYMBOLIC LEVEL - two dimensional single line drawings or gestures

3.1 SYMBOLIC IMPRESSION - an outline drawing of the real object or person. For example: a black line drawing of an apple.

4.0 ABSTRACT LEVEL - a representation that bears no relation in size, shape, form to the real object or person. For example: the written word "apple"; or the spoken word "apple" or the finger-spelled word "apple".

The form used by teachers to analyze the objects in their learning centers is shown in Figure 27.

During 1973-74, to validate the competency to prescribe learning opportunities and the ability of the Developmental Head Teachers and Developmental Assistants to understand the interests of the children for whom the activities were designed, a study was undertaken, "Predicting Preschoolers' Activity Choices". The purpose of the study was to determine what choices of learning center activities preschool children make without teacher presence. Results showed that the teachers in this study were accurate in predicting the choices of the children in their classroom. The younger children were drawn to the cognitive activities. The class of older children selected creative along with other activities. The possibility of a strong carryover effect of a teacher's values on preschool children's interests needs further study.

### 3.3 Designing Innovative Materials and Methods for Use with Preschool Children of Varying Abilities.

Throughout the project years, the trainees were encouraged to seek innovative and creative materials and methods for use in the integrated setting. In order to improve the Developmental Assistant's competencies in the design of innovative learning activities, sets of 35mm colored slides and black-and-white photographs of the arrangement of materials for the learning centers were collected by the Project Staff. The photographs and slides permitted the trainee to preview or review activities designed previously and to use this information to obtain ideas for the creation of new materials. The slides also permitted classification of the learning opportunities into cognitive, psychomotor, affective, and creative domains, thereby assisting the Developmental Assistant to select, review, and evaluate the tasks appropriate to the particular group, child, and objective.

The photographs represent the end-product of assignments given to the Developmental Assistants and Student Aides to prepare curriculum materials for the various activities in the daily program. The continuing preparation of these materials provided the students with the opportunity to apply the basic principles of curriculum design to the daily program.

### 3.3.1 Curriculum Idea Center

To share these innovative ideas with future trainees and other groups outside the University, a booklet of photographs with accompanying written explanations was produced to record graphically the designs of arranged learning centers. A sample of the material contained in the booklet titled "Recipes for Teaching: Integrated Early Childhood Programs" is provided in Figure 28. In addition, a Preschool Curriculum Idea Center evolved to collect innovative lesson plans emphasizing individualization. The Center was used during the project and can be used in the future as a resource backup for pre-and in-service training.

### Evaluation of Curriculum

Although improvement occurred in curriculum input to trainees during the project, particularly in the final year, there is a need for more extensive theoretical and practical training in this area to be sponsored by the University departments cooperating in the Child Growth and Development major.

## Strategy 4.0 Adjunct Activities

The opportunity to gain some direct experience in activities related to the administration and operation of the preschool was a project objective. This was provided to the Developmental Head Teachers, Assistant Teachers, and Student Aides by assigning them to various tasks for a minimum of one hour per week. An effort was made to introduce some staff to new tasks and to match staff members' individual interests and abilities to designated duties. The training in administrative assignments did not become a formal aspect of the pre-and in-service training program until 1974-75. A brief description and listing of the activities follows:

### 4.1 Food Planning and Purchasing

a) Provide nutritious snacks within budgetary limits

Figure 28

SAMPLE PAGE FROM "RECIPES FOR TEACHING"

## "COLLAGE"

Objectives/Outcomes:

Creative expression, color discrimination.

Materials:

Liquid starch
Cut-up tissue paper
Large sheets of construction paper (one paper per child)
Variety of leaves
Paint brushes (one per child)

Directions:

Place starch around table in tins or margarine containers. Each child is given a large sheet of construction paper on which he can place tissue pieces and leaves in his own design. The children can then use brushes to apply liquid mixture to the tissue and leaves.

b) Plan daily nutrition items and coordinate when appropriate with the teacher's instructional objective

c) Purchase and store food

d) Arrange proper utensils for serving food and designate the amount to be served.

### 4.2 Health and Safety

a) Check facility for conformance to sanitary laws and regulations

b) Verify the maintenance of up-to-date immunization records

c) When a child returns from an illness of more than five days, place a letter from a licensed physician, stating that the child is free from communicable disease, into the child's folder

d) Inspect all indoor and outdoor equipment

e) Institute procedures to repair or modify equipment as needed

f) Make suggestions for improvement of the facility.

### 4.3 Materials, Supplies and Budgeting

a) Keep an ongoing inventory of supplies and salvageable items for "recycleable junk"

b) Send out requests when materials are needed

c) Deal with surpluses

d) Prepare requisitions after perusing staff requests, catalogues, and suppliers

e) Stay within budget.

### 4.4 Publicity

a) Prepare news releases for community newspapers

b) Publicize dates of enrollment and special events

c) Maintain bulletin boards for parents and university students

d) Supervise arrangements for any on-site television or radio shows, etc., which may be scheduled.

4.5 Library and Record Collection

a) Solicit staff recommendations

b) Prepare requistions for new acquisitions

c) Preview news releases

d) Keep staff advised of current holdings (through book reviews) at staff meetings.

4.6 Liaison with Professional Organizations

a) Keep staff informed of all opportunities available through:

1. Southern California Association for the Education of Young Children (SCAEYC)
2. American Home Economics Association (AHEA)
3. American Association on Mental Deficiency (AAMD)
4) Council for Exceptional Children (CEC)

and other organizations.

4.7 Research

a) Work with the project staff in data collection and tabulation

b) Assist in other research studies in progress in the Laboratory.

4.8 Facility Improvement

a) Submit recommendations with specifications and cost estimates.

4.9 Liaison with Speech Department

a) Arrange appointments for children recommended for special evaluations and/or therapy

b) Follow-up on progress and report to staff.

4.10 School Photography

a) Take pictures for special curriculum projects and publicity for the Preschool.

4.11 Talent Pool

a) Prepare and present an informal workshop in an area of special expertise to other staff and/or students (art, music, audio visual usage).

4.12 Staff Liaison with Parent Group

a) Meet with officers of the group, and act as a communication link between the school and the club

b) Assume responsibility for arranging space for meetings, etc., when a need is indicated.

## Strategy 5.0 Parent/Teacher Relationships

When the project was first submitted for consideration, the question arose as to how, when, or whether to inform the parents of children being enrolled in the regular Preschool Laboratory about the inclusion of children with handicaps. Twelve places in the four classes were reserved for children with disabilities in the event that the project was approved for funding.

Since most of the parents of children with disabilities needed scholarships to pay the school's tuition, they were told that the enrollment of their child was contingent on obtaining Department of Health, Education and Welfare funds to support the integration program. After some deliberation, it was felt that advance notice to the parents was not necessary. The reason for not informing the parents in the regular program of the portending integration was the philosophic belief that we had to stop singling out children with disabilities as different from other children. The children with disabilities possess nothing contagious. The staff did not ask the parents of children without handicaps if they agreed to having a child with red hair in the school for the first time. It was also felt that making an issue of the enrollment would activate stereotyped attitudes and myths about children with disabilities and make some parents unnecessarily fearful.

Notice that the project was funded arrived during the summer when the preschool was in recess. The children with disabilities were enrolled one or two weeks after the beginning of the Fall 1971 semester because of delays in arranging transportation.

Since many of the parents remained in the one-way mirror observation booths after they delivered their children in the morning or before they picked them up at the end of the session, a few soon noted the Down's Syndrome child. Some parents raised questions with staff members. The first regularly scheduled parent meeting of the new semester was set as usual as an evening meeting during the first month. As was the practice in the past, the agenda included a discussion of the program and plans for the year ahead. Attendance at the meeting was excellent with both fathers and mothers crowding the hall.

The project director discussed the program, the rationale behind integration, and the need for training teachers competent to work in settings including children with a wide spectrum of abilities and disabilities. Parents were encouraged to ask questions. A typical question raised by parents as well as by teachers was: "Will the child with a disability take an inordinate amount of the teacher's time - to the detriment of the other children?" This was answered by stressing the need for individualization for all children and noting that not all children with disabilities require extra time. There were only two couples who seemed to be openly upset by the integration. The project director invited them to a separate session where they were able to ventilate their fears and concerns. They were invited to observe the children in the program and then raise further questions. The observation booths were filled with parents in the ensuing week or two.

The mothers were particularly fascinated by the adjustment of the Down's Syndrome children and would make remarks such as: "See how Paul is taking off his own jacket - my child always wants help." Or they would wonder at the blind child's ability to follow directions. Except for the two Down's children and the blind child, most of the project children were not phenotypically identifiable from the other children.

Although there was some initial negative reaction to the integration, none of the parents withdrew their children from the program. Openly hostile parents began to evince positive feelings toward the program and were supportive. In fact, some started recruiting candidates for future openings in the school and verbalizing their pleasure in having the enriched experiences for their children.

### 5.1 Parent Conferences and Meetings

During the years 1971-75 the scheduling of monthly parent meetings was an important facet of involving parents in the program. These took the form of morning and/or afternoon discussion groups led by the project director, other members of the preschool staff, or invited speakers. Parents were asked to indicate topics or problems they wished to discuss. Evening meetings for parents were also arranged. At the beginning of the project, several evening meetings focused on explaining the goals and functioning of the project. Additionally, the meetings allowed the assessement and discussion of attitudes and concerns. Many questions raised during these sessions were discussed and formed the basis for future parent meetings. Some typical questions raised by the parents regarding the integration of children with disabilities were:

"When my child asks me why Mary doesn't talk, what do I tell him?"

"Will my child copy the inappropriate behavior he sees?"

"Will my child become fearful that she too will lose her eyesight?"

An important aspect of the pre-and in-service practicum training of Head Teachers and Developmental Assistant Teachers was their participation in parent meetings. They were encouraged to observe the group leader and to enter the discussions. The trainees had at least six opportunities for scheduled contact with parents during the semester. Of the six contacts, four were parent group meetings and two were counseling sessions. The counseling sessions consisted of each parent meeting with the teacher of his child for at least one scheduled conference each semester. Teachers shared their perceptions of the child's strengths and weaknesses, and his relationships with his peers and with adults in the program. The child's relationships with parents, siblings, and friends were also discussed. Additional counseling sessions were arranged as needed.

A composite sample of parent interaction programs and possible sequence abstracted from 1971-75 project period are listed below. Some of the topics were chosen in response to parent interests or concerns while others were staff initiated.

| Date | Person | Topic | Purpose |
|---|---|---|---|
| September | Preschool and Project Staff | Preschool Open House | The Project Director spoke about the |

| Date | Person | Topic | Purpose |
|---|---|---|---|
| | | | Project and the film "A Child is a Child" was shown to the large group of parents attending. Slides of the preschool program were presented by Head Teachers. Parents met the teachers and visited the classrooms. |
| October | Consulting Psychologist and Project Staff | Discussion on the Testing Program | Parents were advised of the nature of testing, the positives and negatives of the validity and reliability of testing young children. It was also explained that one of the values of testing is to provide information about individual children's functioning, and that this would help us to develop more effective learning opportunities. Questions were answered. |
| November | Project Director and Project Staff | Directed Observations of the Classroom | The classroom activities of the children were interpreted for a group of parents. The Observation Rooms with one-way mirrors were used. The program was explained and questions were invited and answered. |
| December | Ms. Sandy Silas, M.A., Family Counselor at the Human Growth Center in Granada Hills | Practical Aspects of Raising Children | Ms. Silas discussed the development of listening skills, the expression of feelings, and the resolution of conflicts between parent and child. |

| Date | Person | Topic | Purpose |
|---|---|---|---|
| January | Leslye Janusz, Head Teacher | Music Workshop for Parents | Mrs. Janusz demonstrated methods of using music with children. This program was requested by the parents. |
| February | Mrs. Fanda Bender, Lecturer in Child Development, CSUN. | Helping Young Children Deal with Death and Dying. | The lecture was designed to help parents understand and deal with anxiety producing situations. |
| March | Project Director | Seminars on Toilet Training. | For mothers whose preschoolers were not toilet trained, a lecture discussion was held on feelings about toilet training and parent and child readiness for initiating toilet training. The film "I'm Ready Mom, Are You?" was shown. |
| April | Mrs. Marge Wagner, Patient Activities Coordinator at Children's Hospital | "Psychological Considerations in Hospitalizing Your Child". | How to handle hospitalization of children. |
| May | Preschool Staff | Fathers' Night | Fathers had an opportunity to go to preschool with their children, participate in the activities, and meet the teachers. |

## Evaluations of Parent/Teacher Relationships

The parents' enthusiasm was evidenced by their keeping their scheduled appointments. These sessions provided the opportunity for open communication between parents and teachers. Developmental Assistant Teachers rated these sessions among the top four training activities of the last two years.

The experience of this project was that, with the exception of the beginning of the semester evening Open House meeting, regularly scheduled monthly parent education meetings were not enthusiastically received or attended by the majority of parents. An examination of the causes of lack of participation led to arranging flexibility in time of scheduling meetings, e.g. the provision of morning, afternoon, and evening sessions. In addition, arrangements were made for babysitting services for younger siblings and the solicitation from the parents of suggestions for the topics or problems they were interested in having discussed at the meetings. A Booster Club of parents was formed to obtain support for various preschool related projects such as: raising funds for scholarships, school plant maintenance, financing, and purchasing of equipment.

It was found that the above described changes did not result in any measureable increase in parental participation. This seeming lack of interest in voluntary parent involvement is not untypical and is found in schools enrolling children from all socio-economic levels. "Sometimes when only a few mothers attended a meeting, the teachers were discouraged" (Weckart, Rogers, et al. 1971, p. 85). There appears to be a small group of parents who are motivated to participate in parent education or other activities related to their child's enrollment in school. How to broaden voluntary parent participation with their child's and their own education is a challenge which still needs further study and exploration.

Figure 18

## CAREERS IN INTEGRATED EARLY CHILDHOOD PROGRAMS
Preschool Laboratory
California State University, Northridge

Molly C. Gorelick

### TEACHER AS A FACILITATOR

Briefly describe an activity or situation which illustrates (demonstrates) that a child was encouraged or taught to:

1) offer expression of warmth, love or affection to another person

2) receive affection from another person

3) settle a dispute with words or show self control

4) share his possessions

## Figure 18 (concluded)

5) expand his knowledge and cognitive concepts (language usage; problem solving)

6) utilize and control his gross and small motor skills

7) understand his body image (body in relation to environment)

## Figure 22

CAREERS IN INTEGRATED EARLY CHILDHOOD PROGRAMS
Preschool Laboratory
California State University, Northridge

## TEACHER'S EVALUATIONS OF VISITATIONS AND FIELD PLACEMENTS

My name:

Facility:

Date(s):

No. Hours:

1. I liked

2. I wasn't sure about

3. I didn't like

4. Useful techniques I learned or observed:
    a. Ways of handling behavior problems
    b. Activities to stimulate development

Figure 22 (concluded)

5. My impressions of:

   a. Physical Environment (indoor and outdoor)

   b. Program - Schedule

   c. Teacher-Child Relationships

   d. Affective Domain

   e. Cognitive Domain

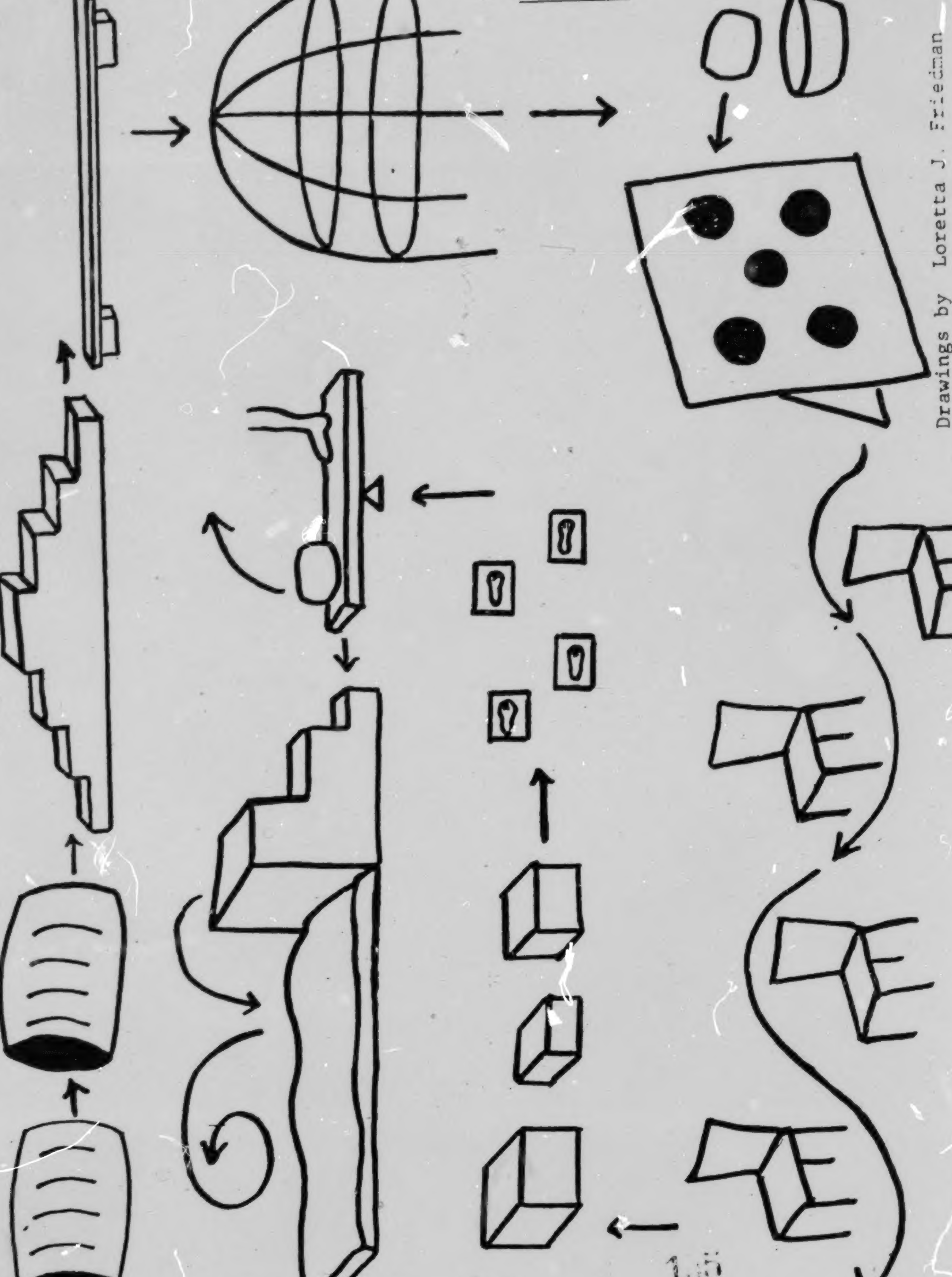
   f. Psycho-Motor Domain

   g. Creative Domain

6. Other comments:

lec 6/74

Figure 25



Molly C. Gorelick

Drawings by Loretta J. Friedman

## Figure 24

### Anecdotal Record

Name of Child: ______________________ Date: ______________

Write a non-judgemental description of a child's behavior in a particular situation.

Write your opinion and/or analysis of why you think the above incident occurred.

Dr. Molly C. Gorelick

## Figure 25

Home Economics 330

## TIMED SAMPLE OF OBSERVATION OF BEHAVIOR

Name of Child: ______________________ Date of Observation___

Behavior to be observed: (precise description - e.g. "Puts thumb or other object in mouth")

Time intervals used in observation: (e.g. every three minutes)__________

Total observation period (e.g. one hour)__________

### RECORD

| Time (e.g. 9:03) | Yes | No | Behavior observed |
|---|---|---|---|
| | | | |
| tals: # of observations___ | # Yes___ | # No___ | |

mmary of the results: (Summarize results and make judgment about occurrence of the behavior.)

## Classification of Concept Representations

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| Date | Instructional Activity | Concrete | | | Pictorial | |
|---|---|---|---|---|---|---|
| | | Reality | Replica | Impression | Replica | Impres |
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# Classification of Concept Representations

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| Activity | Concrete |  |  | Pictorial |  | Symbolic | Abstrac |
|---|---|---|---|---|---|---|---|
|  | Reality | Replica | Impression | Replica | Impression | Impression |  |
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## Chapter VI

# ATTITUDES TOWARD INDIVIDUALS WITH DISABILITIES

Project Objective: III. Promote positive accepting attitudes in university students who will be working with retarded and children with developmental lags in nonsegregated programs.

## Introduction

Beginning in the Fall 1971, the attitudes of the University students were examined to:

a) determine if the negative, low status attitudes toward the mentally retarded reported in the literature (Affleck, 1966, Dunn, 1968, Christopolos and Resz, 1969) in the last decade were still prevalent among university undergraduate and graduate students.

b) assess whether exposure to the university integrated preschool program would significantly affect changes in their attitudes.

## Strategy 1.0 Development of an Attitude Instrument

An adaptation of a Likert-type questionnaire developed by the Efrons (1967) was administered to students registered in Child Growth and Development - Home Economics. The questionnaire consisted of 86 statements, 70 of which were taken from the original Efron questionnaire. A Likert-type six point scale ranging from strongly agree to strongly disagree was used in the questionnaire. The six factors identified by the Efrons' study were used to group the questionnaire items:

| | |
|---|---|
| Factor I, | Segregation via Institutionalization |
| Factor II, | Cultural Deprivation |
| Factor III, | Noncondemnatory Etiology |
| Factor IV, | Personal Exclusion |
| Factor V, | Authoritarianism |
| Factor VI, | Hopelessness. |

In the Spring of 1972 a semantic differential questionnaire (Snider & Osgood, 1969) containing two sections was added to the questionnaire. Each section consisted of 21 pairs of polar adjectives: one set of adjectives seeking data concerning attitudes about the mentally retarded, a second set seeking data about the physically handicapped. The semantic differential used a seven-step scale between each adjective pair.

Both students and parents complained bout the length of the revised Efron questionnaire. There also was open hostility and refusal by parents and students toward completing the Osgood semantic differential section. The dislike of the instrument resulted in incomplete attitudinal data from the parents.

During the Fall of 1972, the Osgood-type semantic differential section was eliminated. The revised Efron questionnaire continued to be used. Although there was less resistance to this form, there continued to be complaints about the length of the questionnaire. Thus, a shortened version of the attitude questionnaire was developed in the Summer of 1973. A statistical analysis was made of the previous data to determine if the short form could be used reliably. Data indicated that there was no significant difference in the results obtained on the short form as compared with the long form. The newly revised 25 item questionnaire was administered in Fall 1973 and 1974 to University students, teachers, and parents involved in observation and/or working at the Preschool (Figure 29). Data from the trainees was computed separately from the larger University population in Fall 1973. At this time the Attitude Questionnaire was made a part of the Teacher Assessment Profile (ChapterIII) in order to monitor the attitudes of the trainees toward children with handicaps.

## Strategy 2.0 Analysis and Discussion of Results of Attitude Survey

Data from the short form for all four years of the project were analyzed. The statistical test selected was the Chi Square. It was used to determine homogeneity of the sample on responses when analyzed by age, sex, class level, and academic major.

### 2.1 Sample Demography

The total sample that participated in the attitude study comprised 1,090 individuals. Of this number, 28 did not identify their sex in the response form. Of the remaining 1,062, 102 were male and 960 were female.

Students from all class levels participated in the study as well as parents of the children in the Preschool and the teachers in the facility. The majority of the respondents were juniors. This was followed by seniors and then by sophomores. The smallest number were freshmen. See Table 11 for details of the sample demography identified by sex and by class level.

## Table 11

## SAMPLE DEMOGRAPHY OF THE ATTITUDE STUDY

| SEX | 1971-2 | 1972-3 | 1973-4 | 1974-5 | Totals |
|---|---|---|---|---|---|
| Men | 13 | 29 | 35 | 25 | 102 |
| Women | 143 | 214 | 307 | 296 | 960 |
| Not Identified | | | 5 | 23 | 28 |
| **CLASS LEVEL** | | | | | |
| Freshman | 3 | 1 | 12 | 13 | 29 |
| Sophomore | 43 | 33 | 31 | 57 | 164 |
| Junior | 80 | 133 | 132 | 133 | 478 |
| Senior | 22 | 62 | 100 | 88 | 272 |
| Graduate | 8 | 13 | 25 | 7 | 53 |
| Not Identified | | 1 | 47 | 46 | 94 |
| **AGE** | | | | | |
| < 17 | 70 | | 4 | 2 | 336 |
| 18 | | 2 | 5 | 7 | |
| 19 | | 23 | 21 | 41 | |
| 20 | | 51 | 58 | 52 | |
| 21 | 63 | 60 | 73 | 59 | 469 |
| 22-24 | | 61 | 76 | 77 | |
| 25-29 | 11 | 18 | 45 | 47 | 121 |
| 30-34 | 0 | 13 | 34 | 22 | 69 |
| 35-40 | 5 | 12 | 15 | 20 | 52 |
| > 41 | 7 | 2 | 7 | 7 | 23 |
| Not Identified | | 1 | 9 | 10 | 20 |
| Totals: | 156 | 243 | 347 | 344 | 1090 |

The sample was also analyzed by age. As age was categorized for the first year the questionnaire was given, the same categories were used in the final analysis. See Table 11 for breakdown of sample by age. The highest proportion of the sample fell into the age category of 21 to 24.

### 2.2 Comparison of Pre and Post Attitude Responses

A second use of the Chi Square was to determine the significant differences, if any, between the preliminary and the post questionnaire responses for the individuals in the sample. This was done by year and the results are cited in Table 12 and discussed in the following material.

Data were analyzed using the six point scale listed on each questionnaire: strongly agree, agree, not sure but probably agree, not sure but probably disagree, disagree, and strongly disagree. The Chi Square analysis for pre and post responses are based on the six point scale. A summary of the four years was made in which the categories of strongly agree and agree were combined, the not sure categories were combined into an uncertain category, and the two disagreement categories were combined. These data are given for Efrons' six factors and each item from the short form (Tables 13,14,15,16,17,18).

### 2.3 Analysis of Factor I: Segregation Via Institutionalization

This factor, according to Efrons, projects the attitude that retardates and the handicapped should be removed from active participation in day-to-day activities engaged in by society; and these individuals should be segregated into locations where they can be supervised and protected (Figure 29, items 1, 7,13,19,25). Agreement with the statements in this factor supported the attitude of segregation via institutionalization. Disagreement with the items in this factor indicated integration of these individuals into the "mainstream" of society.

An overwhelming majority of the respondents supported the idea of integration (Table 13). After opportunities to observe children with handicaps in an integrated preschool the proportion of respondents supporting integration increased. The total sample for the project period showed an increase in support of integration for every item in this factor. Of the five statements, four had a significant increase between preliminary and post responses for the first year of the study, one had a significant increase during the second year, and one in the third year, while three showed significant increases for the last year of the project. A favorable attitude toward integration at the onset

## Table 12

## COMPARISON OF PRE AND POST ATTITUDE QUESTIONNAIRE RESPONSES

| Factor | Item | 1971-72 | 1972-73 | 1973-74 | 1974-75 |
|---|---|---|---|---|---|
| I | 1 | .05↑ | | .01↑ | .01↑ |
| | 7 | .05↑ | | | |
| | 13 | | | | .01↑ |
| | 19 | .05↑ | .05↑ | | |
| | 25 | .05↑ | | | .05↑ |
| II | 2 | .05↓ | | .05↓ | .01↓ |
| | 8 | .05↑ | | | |
| | 14 | .05↑ | .05↓ | | |
| | 20 | | | .01↓ | |
| III | 3 | | | | .05↓ |
| | 9 | | | | |
| | 15 | .05↑ | .05↑ | | |
| | 21 | .05↓ | | | |
| IV | 4 | | | | |
| | 11 | .05↑ | | | |
| | 16 | .05↓ | | | |
| | 22 | .05↑ | .05↑ | .05↑ | |
| V | 5 | | | | |
| | 10 | .05↑ | | | |
| | 17 | | | | |
| | 23 | .05↑ | .05↑ | .01↑ | .05↑ |
| VI | 6 | | | | |
| | 12 | | | | |
| | 18 | | | | |
| | 24 | .05↓ | | | |

↑ increased disagreement

↓ increased agreement

of each year of the project (the preliminary test analysis) probably limited the number of significant changes that occurred.

### 2.4 Analysis of Factor II: Cultural Deprivation

Statements in this factor sought attitudes toward beliefs that cultural deprivation is a significant reason for retardation (Figure 29, items 2, 8,14,20). Agreement with the statements in this factor support the idea that retardation and handicaps are the result of cultural deprivation, while disagreement with the statements support the attitude that cultural limitations are not the influencing factor and that care and training can overcome some of the problems.

Responses to this factor were not clear-cut. Neither the preliminary nor the post responses gave a clear majority to support or nonsupport of cultural deprivation. The largest proportion did support the attitude that cultural deprivation is not the influencing factor; but a similar number of responses were in the uncertain category, both pre and post, indicating that a substantial number of respondents did not know exactly how cultural deprivation influenced retarded and other individuals with handicaps.

When analyzed on a six-point spread there was a significant difference in the pre and post responses for three of the four items in the first year, one in the second, two in the third, and one in the fourth. When data were combined into the three categories there was no significant difference between pre and post attitudes (Table 14).

### 2.5 Analysis of Factor III: NonCondemnatory Etiology

Statements for this factor assessed the attitude that "chance occurrence" was responsible for having retarded or handicapped children. Some of the statements required agreement to support "chance occurrence", while others required disagreement (Figure 29, items 3, 9,15,21). The majority of respondents believed that chance occurrence is the basic reason for retardation. Post response results were somewhat stronger in support of this concept. In the first year of the project, two of the four statements exhibited significant differences between preliminary and post study responses when analyzed on the six point scale. When data were combined into three categories there was no significant difference. In the second and fourth years only one statement had a significant difference. In the third year no significant difference was found (Table 15).

## Table 13

## ATTITUDES RELATED TO FACTOR I: SEGREGATION VIA INSTITUTIONALIZAT

Data in percent; summary of all respondents

N = 1090

| Item Number | Disagree |  | Uncertain |  |
|---|---|---|---|---|
|  | Pre | Post | Pre | Post |
| 1 | 80.00 | 88.50 | 13.5 | 7.00 |
| 7 | 48.75 | 57.25 | 42.75 | 33.75 |
| 13 | 68.50 | 76.50 | 24.75 | 19.25 |
| 19 | 78.75 | 84.25 | 18.25 | 11.50 |
| 25 | 68.00 | 75.75 | 25.50 | 16.75 |

## Table 14

## ATTITUDES RELATED TO FACTOR II: CULTURAL DEPRIVATION

| Item Number | Disagree |  | Uncertain |  |
|---|---|---|---|---|
|  | Pre | Post | Pre | Post |
| 2 | 41.50 | 35.47 | 35.25 | 32.00 |
| 8 | 37.00 | 35.00 | 37.75 | 34.25 |
| 14 | 43.50 | 43.25 | 42.50 | 38.00 |
| 20 | 50.50 | 49.00 | 36.50 | 31.75 |

## Table 13

## UDES RELATED TO FACTOR I: SEGREGATION VIA INSTITUTIONALIZATION

Data in percent; summary of all respondents

N = 1090

| Disagree | | Uncertain | | Agree | |
|---|---|---|---|---|---|
| Pre | Post | Pre | Post | Pre | Post |
| 80.00 | 88.50 | 13.5 | 7.00 | 5.50 | 4.25 |
| 48.75 | 57.25 | 42.75 | 33.75 | 7.75 | 7.25 |
| 68.50 | 76.50 | 24.75 | 19.25 | 5.00 | 3.50 |
| 78.75 | 84.25 | 18.25 | 11.50 | 2.25 | 3.25 |
| 68.00 | 75.75 | 25.50 | 16.75 | 3.75 | 4.00 |

## Table 14

## ATTITUDES RELATED TO FACTOR II: CULTURAL DEPRIVATION

| Disagree | | Uncertain | | Agree | |
|---|---|---|---|---|---|
| Pre | Post | Pre | Post | Pre | Post |
| 41.50 | 35.47 | 35.25 | 32.00 | 22.00 | 24.75 |
| 37.00 | 35.00 | 37.75 | 34.25 | 23.75 | 28.00 |
| 43.50 | 43.25 | 42.50 | 38.00 | 12.00 | 17.50 |
| 50.50 | 49.00 | 36.50 | 31.75 | 11.75 | 17.75 |

### 2.6 Analysis of Factor IV: Personal Exclusion

This factor assessed attitudes related to personal contact with people with handicaps. It focused on interpersonal relationships such as having retarded and persons with disabilities in one's own family. Personal tragedy and rejection are important connotations in this factor (Figure 29, items 4,11,16,22). Questions were stated so that disagreement with two of the items and agreement with the other two indicated support of integration.

The majority of the respondents indicated a positive attitude toward individuals with disabilities. They did not support personal exclusion or rejection. This number increased at the post response period. During the first year there was a significant change for three of the four items, the second year showed a significant change for only one item, the third year the same item exhibited a significant change, and the last year none of the items had a significant difference between preliminary and post questionnaires (Table 16). This result could be attributed, perhaps, to the generally favorable attitude that prevailed at the pretest period. The project had been in operation for three years and many students had been exposed to the program by this time.

### 2.7 Analysis of Factor V: Authoritarianism

Responses to statements in this factor related to the idea associated with the "ultimate authority". According to the Efrons, the "authoritarian person believes that 'if people obey God, there would be less mental retardation'" (p.103). They identify the retardate as a part of an out group. The authoritarian person would agree with the statements in this category (Figure 29, items 5,10,17,23).

The majority of respondents did not support the attitude of authoritarianism. The number increased at the post response period for each year. There was a significant change for two items during the first year, while each of the remaining years, 1972 - 1975, had a significant change for only one item. However, only one statement in the entire instrument had a significant change for each year. That statement was a part of that factor and implied, "Minimally retarded persons are more comparable to the most profoundly retarded than they are to the nonretarded." Each year responses to this statement had a significant increase in the number of persons who disagreed with the idea. It might be postulated that exposure to the various levels of retardation in the integrated preschool program had some influence on this attitudinal change (Table 17).

## 2.8 Analysis of Factor VI: Hopelessness

This factor is designed to measure attitudes toward individuals with handicaps in terms of prospects for them (Figure 29, items 6,12,18,24). As with other factors, the majority of respondents indicated an attitude of hope rather than hopelessness. However, during the four years only one statement in this factor had a significant change between preliminary and post evaluations. It may be that the reason for this lies in the high proportion of respondents who supported the attitude of hope at the preliminary study period. When the data were summarized for the four years and categorized into three groups, it should be noted that there was a slight decrease in the hopeful attitude and a corresponding slight increase in an attitude of hopelessness. However, the change was not significant by statistical tests (Table 18).

### Summary

The questionnaire used for determining attitudes was changed between the second and third year of the project by developing a short version. Statistical analyses of the two forms demonstrated that they were both measuring the same things and that data obtained on the short form were no different from data obtained on the long form. Therefore, all summary data have been obtained from the questions used on the short form. While the instrument used is not standardized it did appear to measure attitudes with uniformity over the project period.

The findings of this study indicate that the students enrolled in various courses in Home Economics - Child Development, the parents of the Preschool children, and the teachers have similar attitudes. These attitudes reflect a general support of the integration of people with disabilities. The support of favorable attitudes toward retarded persons is similar to that found by the Efrons' in their study of students and teachers in the field of retardation. However, these results appear to contradict the findings of Affleck (1966) who found a prevalence of low status attitudes toward the retarded. The difference could well be the result of national emphasis on the status of retarded persons. The positive direction attitudes seem to have been effected by President John F. Kennedy in his plea for greater understanding of the needs of the retarded and the subsequent increase in the last decade of community programs, research, films, books, and television and radio programs. The prevalence of favorable attitudes toward retarded and other persons with disabilities that was found at the post response periodsmay be due to the observation experience of the integrated preschool program. Many of the college students reported that they found it difficult to identify the children with disabilities since they seemed to be involved in all the "normal"

## Table 15

## ATTITUDES RELATED TO FACTOR III: NONCONDEMNATORY ETIOLOGY

| Item Number | Disagree | | Uncertain | | |
|---|---|---|---|---|---|
| | Pre | Post | Pre | Post | Pr |
| 3 | 10.25 | 9.00 | 7.50 | 7.75 | 81 |
| 9 | 47.75 | 45.50 | 29.75 | 29.75 | 21 |
| 15 | 54.50 | 65.70 | 38.00 | 27.00 | 5 |
| 21 | 3.00 | 3.50 | 5.00 | 4.75 | 90 |

## Table 16

## ATTITUDES RELATED TO FACTOR IV: PERSONAL EXCLUSION

| Item Number | Disagree | | Uncertain | | |
|---|---|---|---|---|---|
| | Pre | Post | Pre | Post | Pr |
| 4 | 7.25 | 6.75 | 28.25 | 21.50 | 63 |
| 11 | 53.75 | 60.00 | 33.25 | 29.75 | 12 |
| 16 | 1.75 | 2.75 | 8.50 | 7.75 | 88 |
| 22 | 67.00 | 78.50 | 24.50 | 13.75 | 6 |

## Table 15

## ATTITUDES RELATED TO FACTOR III: NONCONDEMNATORY ETIOLOGY

| Disagree | | Uncertain | | Agree | |
|---|---|---|---|---|---|
| Pre | Post | Pre | Post | Pre | Post |
| 10.25 | 9.00 | 7.50 | 7.75 | 81.00 | 82.75 |
| 47.75 | 45.50 | 29.75 | 29.75 | 21.00 | 22.75 |
| 54.50 | 65.70 | 38.00 | 27.00 | 5.25 | 5.75 |
| 3.00 | 3.50 | 5.00 | 4.75 | 90.00 | 88.50 |

## Table 16

## ATTITUDES RELATED TO FACTOR IV: PERSONAL EXCLUSION

| Disagree | | Uncertain | | Agree | |
|---|---|---|---|---|---|
| Pre | Post | Pre | Post | Pre | Post |
| 7.25 | 6.75 | 28.25 | 21.50 | 63.25 | 68.75 |
| 53.75 | 60.00 | 33.25 | 29.75 | 12.50 | 9.25 |
| 1.75 | 2.75 | 8.50 | 7.75 | 88.75 | 87.75 |
| 67.00 | 78.50 | 24.50 | 13.75 | 6.50 | 5.50 |

## Table 17

### ATTITUDES RELATED TO FACTOR V: AUTHORITARIANISM

| Item Number | Disagree | | Uncertain | | |
|---|---|---|---|---|---|
| | Pre | Post | Pre | Post | Pr |
| 5 | 68.25 | 76.00 | 27.75 | 19.50 | 2 |
| 10 | 48.25 | 51.00 | 32.75 | 31.75 | 17 |
| 17 | 57.50 | 54.75 | 28.25 | 27.50 | 14 |
| 23 | 60.00 | 71.75 | 30.75 | 18.75 | 5 |

## Table 18

### ATTITUDES RELATED TO FACTOR VI: HOPELESSNESS

| Item Number | Disagree | | Uncertain | | |
|---|---|---|---|---|---|
| | Pre | Post | Pre | Post | Pr |
| 6 | 83.25 | 82.50 | 13.25 | 12.25 | 3 |
| 12 | 90.00 | 88.50 | 7.75 | 7.50 | 2 |
| 18 | 93.50 | 90.75 | 2.75 | 4.00 | 2 |
| 24 | 22.00 | 19.25 | 45.50 | 36.25 | 31 |

## Table 17

### ATTITUDES RELATED TO FACTOR V: AUTHORITARIANISM

| Disagree |  | Uncertain |  | Agree |  |
|---|---|---|---|---|---|
| Pre | Post | Pre | Post | Pre | Post |
| 68.25 | 76.00 | 27.75 | 19.50 | 2.25 | 2.50 |
| 48.25 | 51.00 | 32.75 | 31.75 | 17.50 | 15.25 |
| 57.50 | 54.75 | 28.25 | 27.50 | 14.00 | 16.00 |
| 60.00 | 71.75 | 30.75 | 18.75 | 5.25 | 4.50 |

## Table 18

### ATTITUDES RELATED TO FACTOR VI: HOPELESSNESS

| Disagree |  | Uncertain |  | Agree |  |
|---|---|---|---|---|---|
| Pre | Post | Pre | Post | Pre | Post |
| 83.25 | 82.50 | 13.25 | 12.25 | 3.75 | 4.50 |
| 90.00 | 88.50 | 7.75 | 7.50 | 2.00 | 3.50 |
| 93.50 | 90.75 | 2.75 | 4.00 | 2.50 | 3.25 |
| 22.00 | 19.25 | 45.50 | 36.25 | 31.25 | 40.50 |

activities of the preschool. Students also expressed the sentiment that the children with handicaps were more like than unlike the "normal" child than they had previously believed.

At the beginning of each project period, generally favorable attitudes toward individuals with disabilities were found among the students tested. These attitudes were found to be more positive at each post questionnaire period. Therefore it may be hypothesized that changes in attitude are occuring as a result of long term influences as well as short term exposure to an integrated program. The evidence of increased understanding of persons with handicaps is supported by the increasing number of young people who are selecting professions involving work with the retarded or physically handicapped.

It is important to caution the reader to consider the type of sample used before making any vast general conclusions. The narrow composition of the sample studied does restrict conclusions to a population with similar experiences, i.e. a college education and some training in child development, and with an opportunity to work with and/or to observe an integrated preschool program.

Figure 29

## CAREERS IN INTEGRATED EARLY CHILDHOOD PROGRAMS
Preschool Laboratory
California State University, Northridge

### BACKGROUND INFORMATION OF RESPONDENTS

I. No. _ _ _ Date: ______________

II. Age: (0) ___ 17 or under (3) ___ 20 (6) ___ 25 - 29
(1) ___ 18 (4) ___ 21 (7) ___ 30 - 34
(2) ___ 19 (5) ___ 22 - 24 (8) ___ 35 - 40
(9) ___ 41 or over

III. Sex: (1) ___ male (2) ___ female

IV. A. Students: Instructor of this course B. Others: Identification
(1) ___ Blackmon (3) ___ Clark (5) ___ CSUN Preschool Teacher
(2) ___ Bender (4) ___ Gorelick (6) ___ Parent of Preschooler

V. Number of courses taken in Child Development, Psychology, Education, Special Education ___.

VI. Have you had direct contact or experience with persons with handicaps?
(1) ___ yes (2) ___ no

FOR STUDENTS AND PRESCHOOL TEACHERS:

VII. Major: (1) ___ Home Economics (2) ___ Child Dev. (3) ___ Other ______________

VIII. Class Level: (1) ___ Freshman (3) ___ Junior (5) ___ Graduate Student
(2) ___ Sophomore (4) ___ Senior (6) ___ Unclassified

FOR PARENTS OF PRESCHOOLERS:

IX. Income:
(1) ___ Below 3,000 (3) ___ 7,000-9,999 (5) ___ 15,000-19,999
(2) ___ 3,000-6,999 (4) ___ 10,000-14,999 (6) ___ 20,000 +

X. Number of children ___.

XI. Occupation of father:
(1) ___ Professional (5) ___ Student
(2) ___ Business Executive (6) ___ Unemployed
(3) ___ Teacher (7) ___ Clerical
(4) ___ Blue Collar (8) ___ Other ______________

XII. Occupation of mother:
(1) ___ Professional (5) ___ Student
(2) ___ Business Executive (6) ___ Housewife
(3) ___ Teacher (7) ___ Secretary
(4) ___ Factory Worker (8) ___ Other ______________

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Figure 29 (continued)

## ATTITUDE SCALE

For each of the following statements circle the number in the right margin that indicates your reaction to the statement. Circle according to the following guide:

6 strongly agree
5 agree
4 not sure but probably agree
3 not sure but probably disagree
2 disagree
1 strongly disagree

1. Children who are blind, deaf, or have other physical handicaps should never be integrated into regular classes for "normal" children. 6 5 4 3 2 1

2. A substantial cause of mental retardation is cultural and educational impoverishment. 6 5 4 3 2 1

3. It is wrong to laugh at a mental retardate. 6 5 4 3 2 1

4. Parents should encourage their children to associate with and play with a physically handicapped child. 6 5 4 3 2 1

5. Retardation is one of the two largest causes of sex crimes. 6 5 4 3 2 1

6. As sad as it is to admit it, there really is little hope for the mentally retarded. 6 5 4 3 2 1

7. It is unwise to trust a younger child with an older retardate? 6 5 4 3 2 1

8. In many instances, illiteracy and mental retardation are indistinguishable. 6 5 4 3 2 1

9. Mental retardation is no different from any physical handicap. 6 5 4 3 2 1

10. For the retardate, kindness is more important than an educational program. 6 5 4 3 2 1

11. Expecting retardates to fit into our highly competitive society is expecting too much. 6 5 4 3 2 1

12. Our government has spent too much of our tax money on services for the mentally retarded and/or the physically handicapped child. 6 5 4 3 2 1

13. Mentally retarded children should live in special institutions where they can be supervised and protected. 6 5 4 3 2 1

14. Programs, such as Headstart, that broaden the child's experience at an early age, prevent cases of mental retardation. 6 5 4 3 2 1

Figure 29 (concluded)

15. Physically handicapped children are usually behavior problems. 6 5 4 3 2 1

16. If given the opportunity and training, physically handicapped children can get along with "normal" children. 6 5 4 3 2 1

17. The most important principle in teaching retardates is to protect them against experiencing failure. 6 5 4 3 2 1

18. Helping develop educational programs for mentally retarded children is a waste of the taxpayer's money. 6 5 4 3 2 1

19. It would be kinder to establish separate communities for the physically handicapped where they would not feel so out of place. 6 5 4 3 2 1

20. The majority of the mentally retarded are the children of the more disadvantaged classes of our society. 6 5 4 3 2 1

21. Decent parents are just as likely to have a mentally retarded child as any other parents. 6 5 4 3 2 1

22. It is unfair to the "normal" children to have retardates in the same classroom. 6 5 4 3 2 1

23. Minimally retarded persons are more nearly comparable to the most profoundly retarded than they are to the non-retarded. 6 5 4 3 2 1

24. "Normal" children who associated with the handicapped child develop feelings of empathy. 6 5 4 3 2 1

25. Most mental retardates are better off in an institution with others of their kind. 6 5 4 3 2 1

Adapted by Dr. Molly C. Gorelick from Efron, Measurement of Attitudes Toward the Retarded, 1967.

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## Chapter VII

## DISSEMINATION

Project Objectives: I. The core training program will provide knowledge and competency in:

j) interpreting the goals of the program to the on-and off-campus community.

V. Demonstrate the use of methods for insuring on-going open communication between school, home, and community.

### Introduction

The project staff took the position that the materials being developed should be made available to the professional and lay communities as they evolved. The rationale behind the on-going dissemination of information was the desire to create a two-way flow of ideas.

The feedback received from the various communities suggested continuing directions and changes to the project staff. The tremendous response to some of the project products, e.g. the film "A Child is a Child" and the Developmental Teacher Competency Checklist, provided evidence that the materials being produced by the project staff were making a positive contribution to both professional and lay communities. (See Appendix G for letters of request for "A Child is a Child" and other project materials and Table 19 for their distribution.)

In order to provide for the broadest possible dissemination of the accomplishments of the Project, a multi-directional plan was formulated. The plan included the utilization of numerous outlets as diagrammed in Figure 30. The presentation of papers, films, and slide productions to international, national, state, and local conferences was a key method used to broadcast the purposes of the project to both off-campus and on-campus communities. Interviews of the project staff by the press, television, and radio were initiated by representatives of the various media and in some instances by the project staff themselves. Some examples of dissemination strategies and outcomes are furnished in this chapter.

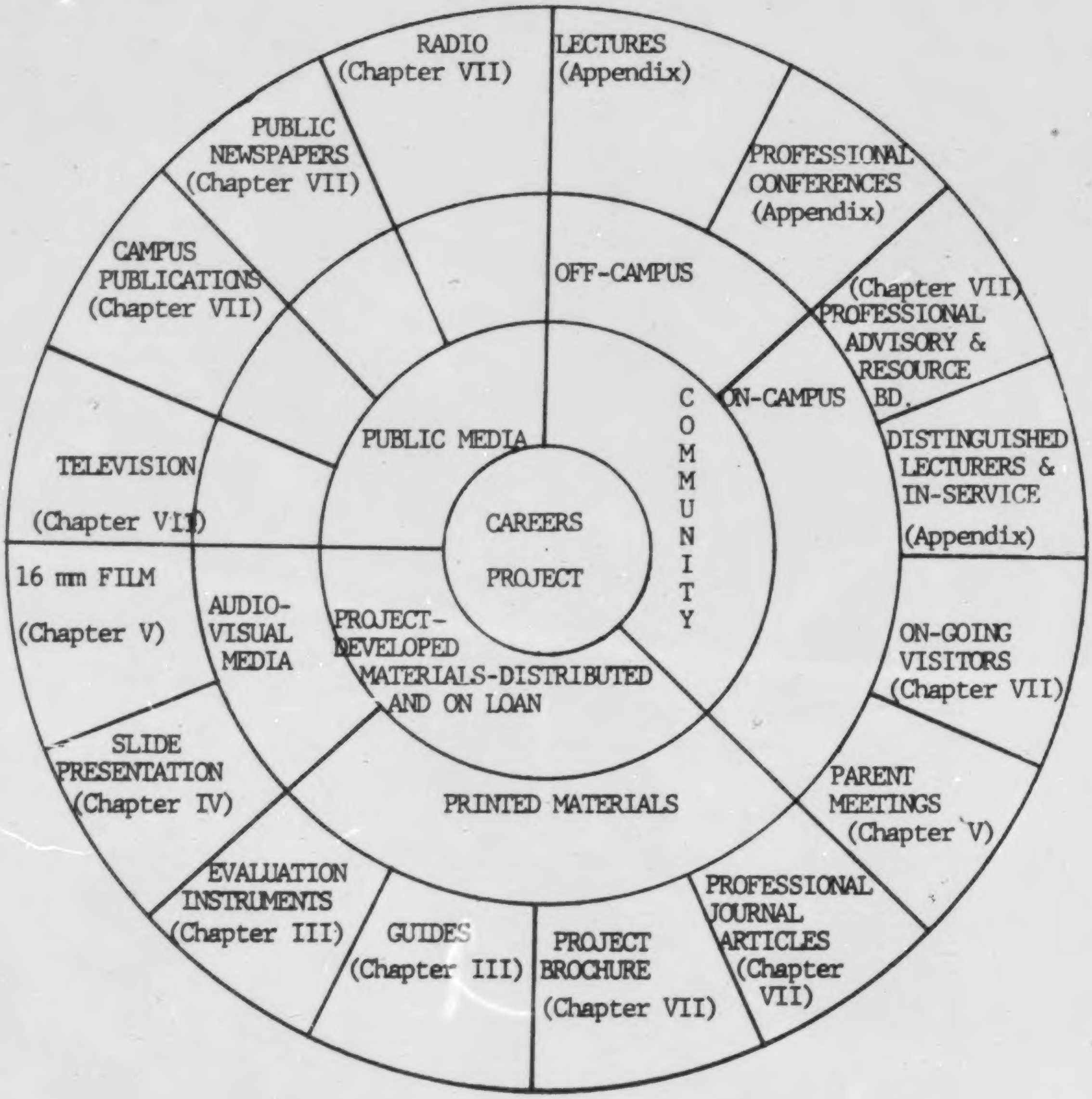
### Strategy 1.0 Press Coverage

The University Public Relations Department issued press

Figure 30

PROJECT DISSEMINATION

1971-75


CAREERS PROJECT
COMMUNITY
PUBLIC MEDIA
OFF-CAMPUS
ON-CAMPUS
AUDIO-VISUAL MEDIA
PROJECT-DEVELOPED MATERIALS-DISTRIBUTED AND ON LOAN
PRINTED MATERIALS
RADIO (Chapter VII)
LECTURES (Appendix)
PROFESSIONAL CONFERENCES (Appendix)
(Chapter VII) PROFESSIONAL ADVISORY & RESOURCE BD.
DISTINGUISHED LECTURERS & IN-SERVICE (Appendix)
ON-GOING VISITORS (Chapter VII)
PARENT MEETINGS (Chapter V)
PROFESSIONAL JOURNAL ARTICLES (Chapter VII)
PROJECT BROCHURE (Chapter VII)
GUIDES (Chapter III)
EVALUATION INSTRUMENTS (Chapter III)
SLIDE PRESENTATION (Chapter IV)
16 mm FILM (Chapter V)
TELEVISION (Chapter VII)
CAMPUS PUBLICATIONS (Chapter VII)
PUBLIC NEWSPAPERS (Chapter VII)

releases when notice of the renewal of the grant funds was received. They also cooperated in issuing other releases. In addition, the project staff would telephone newspaper reporters assigned to special interest areas to inform them about some forthcoming event. Editors and reporters from newspapers and newsletters were most cooperative in printing articles concerning the project. The amount of newspaper coverage of the project was analyzed in terms of column inches published ( Table 20 ). A listing of the 1973-74 articles is provided as an illustration of press publicity:

Newspapers:

1. Valley View
    - a) July 18, 1973 "Preschool Lab now Registering"
    - b) July 18, 1973 "Grant Awarded Study Program of Handicapped"
    - c) Sept. 5, 1973 "Preschool Lab New Approach with Youngsters' Earlier Needs"
    - d) Sept. 19, 1973 "Scholarships Outlined for Preschoolers".
2. Los Angeles Times
    - a) July 19, 1973 "Grant for Handicapped Awarded College"
    - b) Sept. 16, 1973 "Preschool Children Eligible for Awards"
    - c) Nov. 4, 1973 "Preschool Program Topic of Short Film - 'A Child is a Child' "
    - d) Jan. 31, 1974 "Festival Slated for Films on Handicapped".
3. The News Green Sheet
    - a) July 12, 1973 "Preregistration for CSUN Children Laboratory Set"
    - b) July 26, 1973 "CSUN Laboratory Open for Preschoolers"
    - c) Aug. 26, 1973 "CSUN Handicapped Child Program Given U.S. Funds"

## Table 19

### DISTRIBUTION OF PROJECT MATERIALS

| | Materials Requested | | | | | | Total Requests | Total Dist. | Non-Requested Materials | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | U.S. Regions | | | | | | | | U.S. Regions | | | | | |
| | W | SW | MW | S | E | Foreign | | | W | SW | MW | S | E | Foreign |
| *Packet #1 | 30 | 11 | 59 | 24 | 71 | 6 | 201 | 207 | 40 | 2 | 4 | 2 | 14 | 2 |
| Misc. Journal Articles | 67 | 4 | 7 | 1 | 18 | 1 | 98 | 100 | 13 | | | 2 | 7 | 1 |
| **Directories | 71 | 1 | 7 | 1 | 6 | | 86 | 109 | 590 | 5 | 22 | 3 | 29 | 5 |
| Project Brochures | | | | | | | | | 1200 | | | | | |

*Packet #1 Contents:

1. Developmental Teacher Competency Checklist
2. Teacher Assessment Profile
3. Abstracts
    a) Predicting Preschoolers' Activity Choices
    b) Course Expectations
    c) Pres
    d) Univ
    Atti
    Ment
4. "A Child Is
5. "What's in
6. 1972-1973 a
project sum
7. "Careers" p

**Directories: "Prescho
Integrate Children w

## Table 19

## DISTRIBUTION OF PROJECT MATERIALS

| terials Requested |  |  |  |  | Total Re-quests | Total Dist. | Non-Requested Materials |  |  |  |  |  | Total Dist. | Grand Total Dist. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| S. Regions SW | MW | S | E | For-eign |  |  | U.S. Regions W | SW | MW | S | E | For-eign |  |  |
| 11 | 59 | 24 | 71 | 6 | 201 | 207 | 40 | 2 | 4 | 2 | 14 | 2 | 64 | 271 |
| 4 | 7 | 1 | 18 | 1 | 98 | 100 | 13 |  |  | 2 | 7 | 1 | 23 | 123 |
| 1 | 7 | 1 | 6 |  | 86 | 109 | 590 | 5 | 22 | 3 | 29 | 5 | 654 | 763 |
|  |  |  |  |  |  |  | 1200 |  |  |  |  |  | 1,200 | 1,200 |

ents:

velopmental Teacher Competency
ecklist
acher Assessment Profile
stracts
a) Predicting Preschoolers' Activity Choices
b) Course Expectations
c) Preschools Willing
d) University Students' Attitudes Toward the Mentally Retarded

4. "A Child Is a Child" film flyer
5. "What's in a Label"
6. 1972-1973 and 1973-1974 project summaries
7. "Careers" project brochures

**Directories: "Preschools Willing to Integrate Children with Handicaps"

## Table 20

## SUMMARY OF PUBLICATIONS

## 1971 - 1975

| | Number of Articles | Column Inches |
|---|---|---|
| Articles in Professional Journals | 5 | 295 |
| Newsletters | 12 | 148 7/8 |
| Newspapers: | | |
| Campus: | | |
| Sundial | 10 | 103 1/8 |
| Faculty Newsletter | 2 | 1 2/8 |
| Focus - Home Economics | 5 | 87 5/8 |
| News from California State University, Northridge | 2 | 18 5/8 |
| University Information Bulletin | 34 | 42 |
| Off-Campus: | | |
| Los Angeles Times | 9 | 127 6/8 |
| Copley Chain and misc. (Partial Listing) | 7 | 97 6/8 |
| Daily Review | 2 | 97 4/8 |
| Valley View | 5 | 67 5/8 |
| Valley News and Green Sheet | 13 | 123 3/8 |
| Totals: | 114 | 1,195 |

d) Sept. 9, 1973 "Name Aides to Assist Preschool"

e) Sept. 13, 1973 "Name Aides to Assist Preschool"

f) Oct. 18, 1973 "Boy Sought for CSUN Preschool"

4. The Copley Chain and Miscellaneous Newspapers

a) Oct. 2, 1973 The Daily Review "Gifted, Retarded Learn Together at Northridge"

b) Oct. 3, 1973 The Daily Review "Label Can Be Harmful - Do School Tests Categorize Students?"

c) Nov. 1, 1973 San Diego Evening Tribune "Test Results - They Don't Tell Everything about Youth"

d) Nov. 5, 1973 Star Free Press "All Children Share Bond, Says Educational Film - 'A Child is a Child'"

## Strategy 2.C Lectures and Conferences

Papers were submitted to professional organizations whose membership the staff felt would be most interested in learning about the project, e.g. American Association on Mental Deficiency (AAMD), Council for Exceptional Children (CEC), National Rehabilitation Association (NRA), National Association for the Education of Young Children (NAEYC), and the American Psychological Association (APA). Invitations to speak at national, state, and local conventions and organizations were accepted when feasible (See Appendix H ).

## Strategy 3.0 Publications in Journals

Articles concerning the work of the project were submitted to a number of professional journals. The following is a list of the titles of the articles and journals which accepted them.

### Journal Articles

| | | |
|---|---|---|
| September/ October 1971 | Children | "Teaching Parents to Shape Behavior of Autistic Children" |
| March 1973 | Human Behavior | "A Simple Course in Sex for the Mentally Retarded" |
| Feb. 15, 1974 | Piagetian Theory and the Helping Professions - USC (Monographs) | "A Classification of Concept Representations Schema" |
| Winter 1974 | UCLA Educator | "Is There a Consensus in University Students' Course Expectations?" |
| July/Aug 1974 | Journal of Rehabilitation | "Are Preschools Willing to Integrate Children with Handicaps?" |
| September 1974 | Journal of Health, Physical Education, and Recreation | "What's in a Label" |

## Strategy 4.0 Television and Radio

### 4.1 Television

Newspaper articles led to television and radio producers becoming interested in the project. As a result, KNBC's special community program "Focus" organized and produced a half-hour program describing the "Careers In Integrated Early Childhood Programs". The presentation included a narrated tour of the facility, description of the preschool curriculum, and interviews with Developmental Head and Assistant Teachers, a teacher from a community integrated school, former trainees, and parents of children with and without disabilities enrolled in the preschool. The special television program was shown on February 23, 1974.

### 4.2 Radio

Station KFWB, which regularly reports local news items, was contacted by the project staff to announce the Fifth Annual Film Festival Seminar dealing with the exceptional individual as portrayed in films. The station interviewed the project director about the Festival and attitudes toward individuals with handicaps. Excerpts from the interview were broadcast at regular intervals throughout the day on March 7, 1975.

## Strategy 5.0 Visitors to the Preschool Laboratory

### 5.1 On-Campus Visitors

To encourage dissemination of information about the Preschool integrated program to students and faculty throughout the university, invitations to visit and observe the Preschool Laboratory were circulated. A number of professors at the university required observation at the Preschool as an extension of their didactic course offerings. In addition to the Home Economics Department, the group responsible for the operation of the Preschool, departments that participated included:

Anthropology
Education
Music
Physical Education
Psychology
Special and Rehabilitation Education
Speech
Sociology
Art
Recreation
Health Science.

### 5.2 Off-Campus Visitors

As part of the ongoing in-service training program which reached out into the community, teachers and administrators as well as volunteers from various community preschools and public schools came to observe and learn about the integrated nursery school program. Other visitors included consultants from the State Department of Education, the Southwest Regional

Education Research Laboratory, and educators from other states as well as other countries (e.g. Eloisa Garcia de Lorenzo, Montevideo, Uruguay; Dr. Jakob Oster, Denmark). In an effort to reach potential university students, local high schools and junior colleges were also invited to visit the Preschool Laboratory. The following are some of those whose students and/or faculty visited the preschool:

- Antelope Valley Community College
- University of Southern California
- Los Angeles Valley College
- College of the Canyons
- California Institute of the Arts
- Santa Monica City College
- Moorpark Community College
- Pasadena Community College
- Culver City High School
- Agoura High School
- Birmingham High School
- Chatsworth High School
- Taft High School
- Granada Hills High School
- Sylmar High School
- Fountain Valley School District
- Monroe High School.

These observations and visits served the important function of introducing young people and the community to the concepts inherent in the integrated program. Further, these visits stimulated interest in careers in the field of early childhood programs. Figure 31 shows the number of student and visitor hours of observation at the preschool (1971-75).

## Strategy 6.0 Identifying Community Resources for Integrating Children with Handicaps

The publicity given to the integrated project resulted in numerous calls from physicians, parents, psychologists, clinics, and agencies desiring placement of children with handicaps in the University Preschool Laboratory. Since only 12 children with disabilities were accommodated in the school's four classes, the need arose to seek other referral resources. Another important need for identifying additional nursery schools was to notify school directors of the availability of teachers trained to work in integrated early childhood programs. In order to locate preschools willing to enroll children with handicaps, an initial survey (Figure 32 ) was undertaken in April 1973 in the Northwest District of Los Angeles County.

The results (Gorelick 1974) showed an overwhelming majority of the respondents agreeable to having children with handicaps referred to them. Some schools indicated they presently integrated children with handicaps. The reason most frequently cited for rejecting children with handicaps was lack of trained staff.

The information was published in a directory titled "Preschools Willing to Integrate Children with Handicaps". The publication of the directory resulted in requests from agencies, schools, universities, pediatricians, and parents throughout Los Angeles and the country. Approximately 750 copies of the Directory were distributed (Figure 33 ).

Strategy 7.0 Contacting Potential Employers

An attractive brochure was designed to inform potential employers about the availability of program graduates. The

## Figure 31

## COMMUNITY VISITATION HOURS TO THE PRESCHOOL LABORATORY

| | Fall 1970 and Spring 1971 | Fall 1971 | Spring 1972 | Fall 1972 | Spring 1973 | Fall 1973 | Spring 1974 |
|---|---|---|---|---|---|---|---|
| University Student Hours | 6487 | 3547 | NR | 6815 | 5765 | 6746 | 8006 |
| Other College Students | NR | 30 | NR | 126 | 102 | 98 | 50 |
| High School Students | NR | 163 | NR | 379 | 274 | 182 | 120 |
| Parents of Prospective Preschoolers | NR | NR | NR | NR | 44 | 52 | 62 |
| Other Pre-school Teachers | NR | NR | NR | NR | 110 | 87 | 30 |
| Preschool Parents' Meetings | NR | NR | NR | NR | NR | NR | 112 |

*Spring 1975 calculations not completed.
NR - Not Recorded.

## Figure 31

## COMMUNITY VISITATION HOURS TO THE PRESCHOOL LABORATORY

| | Fall 1970 and Spring 1971 | Fall 1971 | Spring 1972 | Fall 1972 | Spring 1973 | Fall 1973 | Spring 1974 | Fall 1974 | * |
|---|---|---|---|---|---|---|---|---|---|
| | 6487 | 3547 | NR | 6815 | 5765 | 6746 | 8006 | 7603 | |
| | NR | 30 | NR | 126 | 102 | 98 | 50 | 100 | |
| | NR | 163 | NR | 379 | 274 | 182 | 120 | 326 | |
| | NR | NR | NR | NR | 44 | 52 | 62 | 28 | |
| rs | NR | NR | NR | NR | 110 | 87 | 30 | 6 | |
| | NR | NR | NR | NR | NR | NR | 112 | 160 | |

*Spring 1975 calculations not completed.
NR - Not Recorded.

brochure described the competencies developed through the training program. The employers were invited to fill out and return an attached form to notify the Preschool Laboratory of any employment opportunities. The brochure was sent to approximately 150 to 200 employers at the end of each semester (Figure 34 ).

Arrangements were made with the campus Student Placement Center to coordinate job finding efforts. When notices of positions available were received from employers, a copy was sent to the Student Placement Center. Approximately 10 to 12 responses from employers were received each semester. The job openings were posted on special "Employment Opportunities" bulletin boards in the Preschool Laboratory and the Student Placement Center.

Figure 34

## NOTICE OF EMPLOYMENT OPPORTUNITY
(From Project Brochure)

Name of School: ______________________ Address: __________________

Phone: ________________ Person to contact: ________________________

Position: Director ___ Developmental Head Teacher ___

Developmental Assistant Teacher ___ Other ___

Hours: __________ Salary: __________ Date position will be open: _____

Educational Requirements: ________________________________________

Experience: ______________________________________________________

__________________________________________________________________

Figure 32

## CAREERS IN INTEGRATED EARLY CHILDHOOD PROGRAMS[1]

Preschool Laboratory Project
California State University, Northridge
Molly C. Gorelick[2]

## MAINSTREAMING QUESTIONNAIRE

1. Name of school________________________Phone________

2. Address____________________________________________
number street zip code

Please check the appropriate category or fill in blanks as indicated.

3. In what area of the city is your school located? (e.g. Hollywood - Los Angeles)

______________________ area

______________________ city

4. What is the school's present enrollment?
(01)___10-19
(02)___20-29
(03)___30-39
(04)___40-49
(05)___50-59
(06)___60-69
(07)___70-79
(08)___80-89
(09)___90-99
(10)___100-125
(11)___126 and above
(12)___Other________

5. What is the school's capacity enrollment?
(01)___10-19
(02)___20-29
(03)___30-39
(04)___40-49
(05)___50-59
(06)___60-69
(07)___70-79
(08)___80-89
(09)___90-99
(10)___100-125
(11)___126 and over
(12)___Other_______

6. What is the age range of children you enroll in your school?
(01)___under 2 to 5
(02)___2 to 5
(03)___2½ to 5
(04)___2½ to 6
(05)___3 to 5
(06)___3 to 6
(07)___Other__________

7. What is the ratio of adults to children in your school?
(01)___1 : 3
(02)___1 : 4
(03)___1 : 5
(04)___1 : 6
(05)___1 : 7
(06)___1 : 8
(07)___1 : 9
(08)___1 : 10
(09)___Other________

Figure 32 (continued)

8. a) Total number of teaching staff?____
   b) Number of volunteers?____
   c) Other ____
   d) Number of teachers with Standard Teaching Credentials?____
   e) Other Credentials ____ List ____ ____ ____

9. Please list the tuition per month for the sessions you schedule.

| Session | Times per week | Tuition Monthly | Tuition Weekly |
|---|---|---|---|
| (01) A.M. | 2 | ____ | ____ |
| (02) A.M. | 3 | ____ | ____ |
| (03) A.M. | 4 | ____ | ____ |
| (04) A.M. | 5 | ____ | ____ |
| (05) P.M. | 2 | ____ | ____ |
| (06) P.M. | 3 | ____ | ____ |
| (07) P.M. | 4 | ____ | ____ |
| (08) P.M. | 5 | ____ | ____ |
| (09) Full day | 2 | ____ | ____ |
| (10) Full day | 3 | ____ | ____ |
| (11) Full day | 4 | ____ | ____ |
| (12) Full day | 5 | ____ | ____ |
| (13) Other | ____ | ____ | ____ |

10. Do you have any children with physical handicaps presently attending your school?
(01)___Yes (02)___No

11. Do you have any children with mental handicaps presently attending your school?
(01)___Yes (02___No

12. If you answered NO to questions 10 and 11, check the appropriate reason(s) below.
(01)___Inappropriate facilities.
(02)___Lack of staff special training.
(03)___Would require additional staff.
(04)___Philosophy opposed to integration of children with handicaps.
(05)___Lack of appropriate license.
(06)___Other________________________________

13. Are you willing to accept referrals of children with handicaps now?
(01)___Yes (02)___No

## Figure 32 (concluded)

14. If referrals of children with handicaps were made to your school - which would you be willing to enroll?

(01)___autistic
(02)___epileptic
(03)___partially deaf
(04)___partially blind
(05)___profoundly deaf
(06)___totally blind
(07)___emotionally disturbed
(08)___orthopedically handicapped
(09)___cerebral palsied (mild)
(10)___cerebral palsied (severe)
(11)___Down's syndrome ("Mongolism")
(12)___mildly mentally retarded
(13)___severly mentally retarded
(14)___Other___________

Additional comments:

---

[1] This study was supported in part by the U.S. Department of Health, Education and Welfare, Social and Rehabilitation Service, Rehabilitation Services Administration, Grant No. 55-P-45144/9-03.

[2] Appreciation to Patricia Brown and Loretta Friedman for their assistance in the survey.

MCG:lec
Revised 5/74

# Chapter VIII

# EVALUATION ACCOUNTABILITY

## Introduction

The major task of this project was the training of personnel competent to staff programs integrating children with handicaps into established preschools.

As stated at the beginning of this report, the task of designing a program to train teachers was most difficult since there is no consensus as to which characteristics constitute a "good" teacher. This difficulty is further compounded by the lack of agreement on how to evaluate effectiveness in teaching. Attempts to establish guidelines for teacher accountability have not been successful as evidenced by the divergent efforts to implement the Stull Bill which was passed by the California State Legislature in 1971 and required school districts to measure teacher effectiveness (Flanigan, 1974). Thus, with no preconceived guidelines for evaluations, the project sought methods which would provide information on the successful or unsuccessful fulfillment of the major project objectives. The evaluation techniques adopted were centered on the consumers of the program, e.g. the persons obtaining training (Developmental Assistant Teachers). Figure 35 is a graphic representation of the multi channels devoted to providing a continuous evaluation of the progress of the trainees. Other key sources tapped to obtain input on the effectiveness of the project training program were the:

a) Children

b) Kindergarten teachers who received former project children

c) Supervising teachers

d) Parents

e) Field placement supervisors

f) Employers of the former trainees

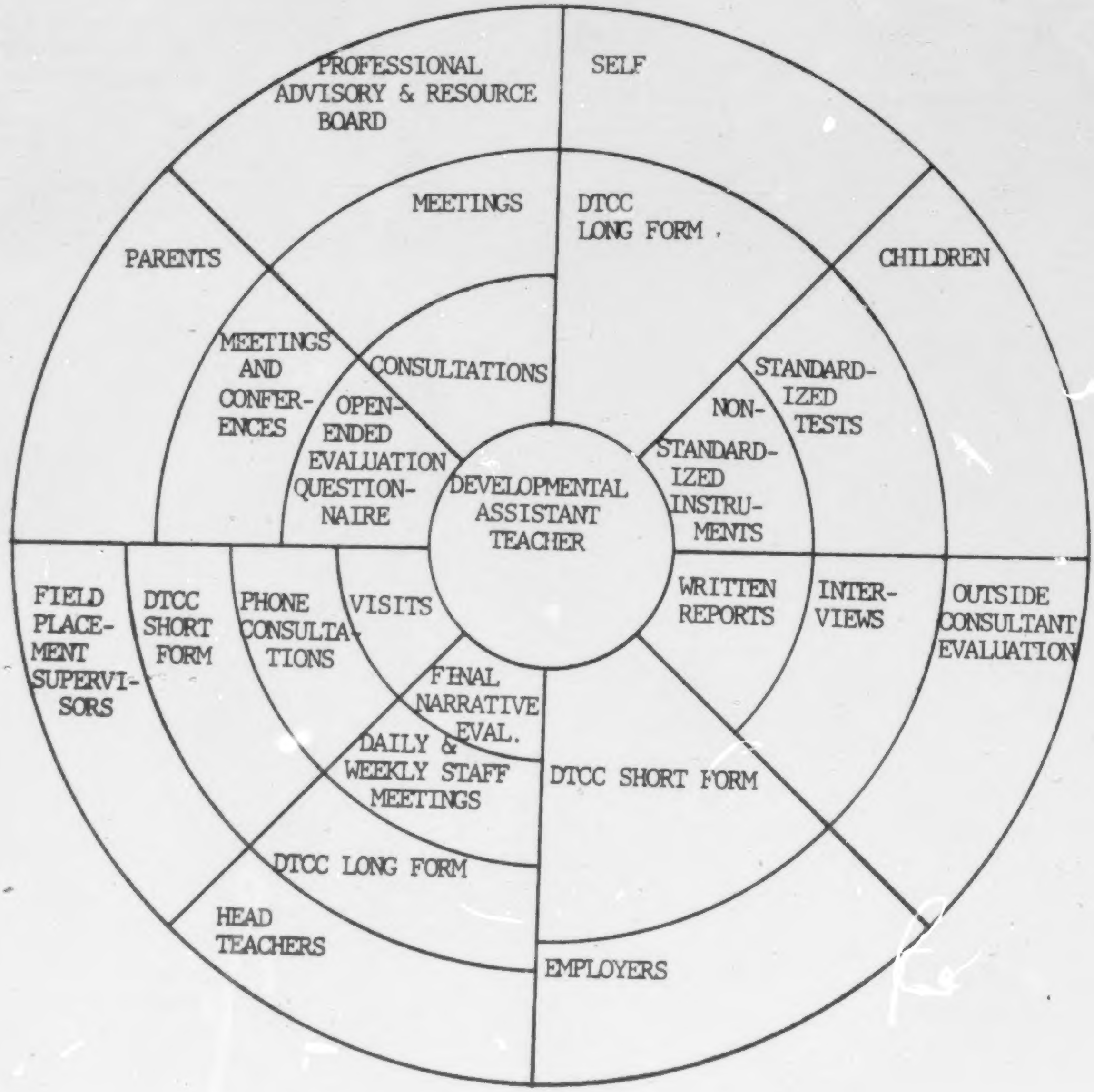
g) Professional Advisory and Resource Board

h) Professional and lay feedback from disseminated materials

i) Outside evaluators.

Figure 35

ACCOUNTABILITY SCHEMA



* DTCC - Developmental Teacher Competency Checklist

## Strategy 1.0 Effect of Integration on Children

The processes for assessing the children's development during their enrollment in the preschool program were reported in Chapter V - Practicum. Figure 36 summarizes these processes.

### Introduction

The validity and reliability of measurements of intellecual functioning of young children has always been a subject of debate in the literature. The findings lean toward the view that the younger the child, the less predictive are measures of intellectual ability. "The Fels data show that the correlation between tests given at age three with retests of the same subjects at age four is .83, and that at successive age levels the correlations with the three year tests regularly decrease until at age 12 the coefficient has dropped to .46." (Stanford-Binet Manual, 1960, p. 16.)

Questions relating to the effect of the integrated program on the children's functioning were forthcoming from professionals as well as from parents. For example:

"Our office has been charged with the task of investigating the effects of the mainstream concept not only on the handicapped children, but the regular students as well. We are also interested in identifying the characteristics of programs which are particularly successful." (Letter, March 1974. R. Howard).

Thus the need to provide evidence of any significant changes in intellectual functioning as a result of the integration led to the inclusion of an intelligence testing program during the second and third years of the project.

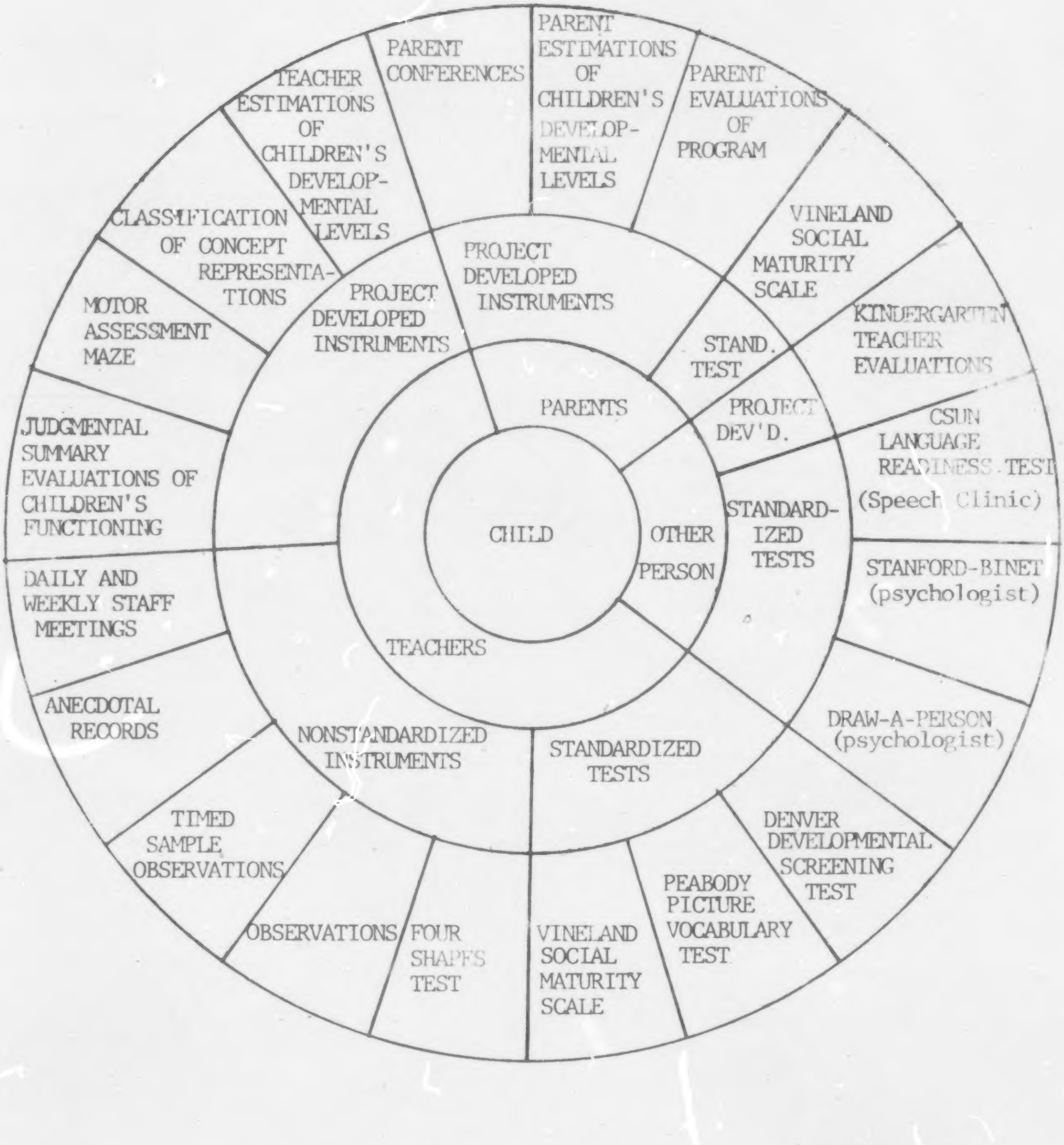
A psychologist skilled in evaluating young children with disabilities and counseling their parents was engaged to provide consultation services to the project. The consulting psychologist and project staff stressed the weaknesses and dangers of using test data as a sole or major criterion in planning for an individual child. Therefore, the testing served the purposes of not only measuring changes in the children's functioning, but exposing the [illegible]ees to the appropriate administration, interpretation, and application of standardized tests.

### 1.1 Formal Assessment of Children

The Stanford-Binet Intelligence Test and the Draw-A-Person were administered during the 1972-73 and 1973-74 project periods. The children enrolled were pre and post tested if their records did not include an individual test of intelligence

Figure 36

EVALUATIONS OF THE CHILD


CHILD
PARENTS
TEACHERS
OTHER PERSON
PROJECT DEVELOPED INSTRUMENTS
PROJECT DEVELOPED INSTRUMENTS
NONSTANDARDIZED INSTRUMENTS
STANDARDIZED TESTS
STAND. TEST
PROJECT DEV'D.
STANDARDIZED TESTS
PARENT CONFERENCES
PARENT ESTIMATIONS OF CHILDREN'S DEVELOPMENTAL LEVELS
PARENT EVALUATIONS OF PROGRAM
VINELAND SOCIAL MATURITY SCALE
KINDERGARTEN TEACHER EVALUATIONS
CSUN LANGUAGE READINESS TEST (Speech Clinic)
STANFORD-BINET (psychologist)
DRAW-A-PERSON (psychologist)
DENVER DEVELOPMENTAL SCREENING TEST
PEABODY PICTURE VOCABULARY TEST
VINELAND SOCIAL MATURITY SCALE
FOUR SHAPES TEST
OBSERVATIONS
TIMED SAMPLE OBSERVATIONS
ANECDOTAL RECORDS
DAILY AND WEEKLY STAFF MEETINGS
JUDGMENTAL SUMMARY EVALUATIONS OF CHILDREN'S FUNCTIONING
MOTOR ASSESSMENT MAZE
CLASSIFICATION OF CONCEPT REPRESENTATIONS
TEACHER ESTIMATIONS OF CHILDREN'S DEVELOPMENTAL LEVELS

administered within a year. The Peabody Picture Vocabulary Test, Denver Developmental Screening Test, and the Vineland Social Maturity Test were administered by the trainees (See Chapter III).

## Results of Pre-Post Performance on the Stanford-Binet

The 1972-73 and 1973-74 pre and post scores on the Stanford-Binet were analyzed using a pre-post repeated subject design of the analysis of variance test. The following data were obtained:

There was no significant difference between the pre and post tests for the following classes:
1972-73 Classes A, B, C, and D.
1973-74 Classes A, and B.

There was a significant difference for the following:
1973-74, Class C. F. = 6.57 df = 1/9 Sig. at .05
For this class the post test scores were significantly higher than the pre test scores.

1973-74 Class D. F. = 9.16 df = 1/14 Sig. at .01
For this class the post test scores were significantly lower than the pre test scores.

In both periods, there were changes in both positive and negative directions for all levels ranging from gifted to retarded. The greatest amount of increase was noted in the average and superior ranges. The 1972-73 results indicated no changes in the mean IQ scores from the pre-to post-test period. When individual scores were examined, the IQ scores of seven boys and eight girls (37%) increased six to 28 points during the year. Four of these were project children. The IQ scores of five boys and no girls (12%) decreased six to 17 points. Nine boys' and eleven girls' scores (50%) did not change during the year.

There was no change in the mean IQ for the pre and post tests in 1973-74. The scores of six boys and seven girls (27%) increased six to 16 points. The scores of five boys and nine girls (29%) decreased six to 14 points. Ten boys' and twelve girls' scores (45%) did not change during the year. The results of the two years testing are summarized in Table 21.

## Discussion

The Binet was not administered to the children in 1974-75 because the consulting psychologist and Preschool staff felt that the two years of formal testing were sufficient to establish

## Table 21

### STANFORD-BINET 1972-74

| Means | Sept 1972 Pre Test | May 1973 Post Test | Number of Children | Sept 1973 Pre Test | May 197 Post Te |
|---|---|---|---|---|---|
| Overall | 115 | 118 | 41 | 118 | 118 |
| Non-Developmental Disabilities | 126 | 129 | 30 | 124 | 124 |
| Developmental Disabilities | 86 | 88 | 11 | 79 | 75 |
| Overall Range of Testable Children | 64-156 | 62-164 |  | 62-149 | 58-147 |
| Untestable |  |  | 4 |  |  |

Table 21

STANFORD-BINET 1972-74

| | Sept 1972 Pre Test | May 1973 Post Test | Number of Children | Sept 1973 Pre Test | May 1974 Post Test | Number of Children |
|---|---|---|---|---|---|---|
| | 115 | 118 | 41 | 118 | 118 | 49 |
| mental s | 126 | 129 | 30 | 124 | 124 | 43 |
| al s | 86 | 88 | 11 | 79 | 75 | 6 |
| ge of ildren | 64-156 | 62-164 | | 62-149 | 58-147 | |
| | | | 4 | | | 2 |

whether the children's IQs were effected by the integrated program.

When considering the impact of the integration program on children, it should be noted that their time spent in the preschool class was only two and one-half hours per day, three to five times per week.

Conclusions and generalizations about the effect of the integrated program on changes in IQ as measured by the Binet (based on the experiences of this project) should be made with caution. Considerations should be given to the amount of time spent by the children in the program. The increases in IQs of preschool children with developmental lags obtained in the Kirk (1964), Heber and Garber (1975), and Shearer (1975) studies may have been due to more intensive intervention programs.

### 1.2 Nonstandardized Methods of Evaluating Change in the Children:

Although there was no statistically significant total mean improvement or decrease in the children's IQs as measured by the Binet, there was evidence of changes in levels of functioning when nonstandardized and clinical methods of evaluations were used. Children's progress was monitored through Behavioral Checklists, Nonjudgmental Observations, Behavioral Time Samples, Anecdotal Records, Final Summary Narrative Evaluation Reports, and Teachers' Estimations of Children's Developmental Levels. These techniques are described in Chapter V - Practicum.

Excerpts from the Final Summary Narrative Evaluation Reports of the children made by the teachers indicated changes they noted in the functioning of the children with disabilities. The following are a few examples:

"Bernie is beginning to use materials in a more complex and self-directed manner. He can sit at the art table without a teacher present and use several crayon colors to fill a piece of paper. He frequently washes dishes or dolls at the sink and will occasionally dig in the sandbox."

"As far as attention span is concerned, we have seen some improvement. Patrick wanders around the room less than before and, from time-to-time, he will even become involved in some group activity for about five minutes or so."

"Several children in the class have taken an active interest in Kyle. Lynda, Romy, Stacy and Robbie in particular will seek him out at times and find things for him to do. Stacy always remembers to bring him something to play with on the rug during a quiet rug time so that he doesn't spend the time rocking and pushing on his eyes. This interaction with the children has helped Kyle extend his range of activities. The children aren't tolerant of his "no's" and they just tug and pull him into an activity whether he wants to or not. He has a very good relationship with the adults in the classroom, and has become more responsive to the adult challenges of his abilities. Teresa, the student who came in to work with Kyle three times a week, was very instrumental in helping Kyle discover his environment and begin to interact with it. She and Kyle have a very close relationship."

"One area that is particular to Kyle and his blindness is that he is now beginning to internalize distances, and his relationship to objects in the room. He is able to get around the room without bumping into things as often, and I believe that he has begun to understand how to gauge distance."

"Over the course of the semester, Ralphie's verbalizations became more complete and comprehensible. His use of illogical and fragmented sentences (e.g. "I have to go hang up my water") has given way to more completely thought out forms of communication. As a result, peers and adults have been able to respond more appropriately to Ralphie's needs and ideas. The positive reinforcement of a more responsive environment has increased Ralphie's effectiveness in the classroom."

"Brian appears interested and persistent in problem solving areas which require manual manipulation. He was quite adept at object assembly and disassembly with materials such as the lock box or blocks. Concerning his problem solving ability with other children, Brian is much more willing to use words and speak up for himself. His use of materials has also increased quite a bit over the semester; he does much more exploring and moving from one activity to another.

## Strategy 2.0 Post Preschool

### 2.1 Placement of Children with Disabilities

Plans were made in the parent conferences for the school placement of the children at the termination of their preschool experience. The recommendations for placement were based on the evaluations of the child's functioning and the availability of appropriate receiving schools. Although the age of leaving preschool generally is five years, it was recommended that some children remain for an additional year because it was felt they were not ready for kindergarten. Most of the children

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had to transfer to Los Angeles Unified School District which is not tooled up to implement a fully integrated program. Thus, efforts to integrate the children were sometimes blocked because the public school was not willing to accept a particular child (e.g. Down's Syncrome) even though the Preschool staff felt that the child could function in a kindergarten setting. In the case of a totally blind child, the parents had to engage in a series of complicated maneuvers including a threat to sue the school district to have the child accepted in the neighborhood kindergarten. Figure 37 is a copy of the letter written to the project staff after a tremendous effort to obtain an integrated public school kindergarten placement for her son.

At the end of each project period, a survey was made to determine the school placement of the project children. The information was obtained by telephoning the parents. The majority of the project children enrolled from 1971-75 were placed in integrated programs or remained in the Preschool Laboratory the following year (Table 22).

### 2.2 Follow-Up of Project Children's Adjustment

A form adopted from the Summary Evaluation of Children's Functioning was mailed to the teachers receiving the children to determine the children's adjustment in the transition from the preschool to a public, private, or special school. Data is available about children from the project periods 1972-73 and 1973-74. The procedure was informal for the 1971-72 period and the 1974-75 children did not begin their new placement at the time of the writing of this report.

Of the 16 teachers sent the form (Figure 38 ), 11 returned the forms. An average rating was obtained using a 1 to 4 scale with 1 representing "poor" and 4 "excellent". The results indicated that the average rating was 1.92 which was slightly below fair (2.0).

### Evaluation of Post Preschool Follow-Up

A comment added to the rating form by one kindergarten teacher follows: "Dorene seems happy and well adjusted. She is a joy to have in the room and seems to be making personal progress. I have rated Dorene (in terms of her capabilities) not according to normal standards of development".

It appears that most teachers did not measure progress in terms of the child's abilities as did the above teacher, but rather zeroed in on the child's disabilities. No generalizations about the program can be made from this data since the sample was small

Table 22

## PLACEMENTS OF CHILDREN WITH DISABILITIES

| | 1971-72 Children | 1972-73 Children | 1973-74 Children | 1974-75 Children | Totals | |
|---|---|---|---|---|---|---|
| Remained in Preschool Lab at age five | | 3<br>(2 MR)<br>(1 Downs) | 1<br>(1 MR) | 3<br>(2 MR)<br>(1 CP) | 7 | |
| Remained in Preschool Lab below age five | 3<br>(1 MR)<br>(1 Dev Lag)<br>(1 Blind) | 1<br>(1 Dev Lag) | 3<br>(1 Downs)<br>( 2 Dev Lag) | 4<br>(1 CP)<br>(1 Downs)<br>(1 MR)<br>(1 Dev Lag) | 11 | |
| Integrated Public Kindergarten | 2<br>(1 Dev Lag)<br>(1 Hearing Impaired) | 7<br>(3 MR)<br>(3 Dev Lag)<br>(1 Blind) | 2<br>(2 Dev Lag) | 1<br>(1 Hearing Impaired) | 12 | |
| Integrated Private Kindergarten | 0 | 1<br>(1 CP) | 0 | 0 | 1 | |
| Integrated Private Preschool | 0 | 0 | 1<br>(1 MR) | 1<br>(1 Dev Lag) | 2 | 33 Placements in Integrated Programs |
| Special Non-Integrated Public School or Class (Kindergarten) | 3<br>(1 Deaf)<br>(2 Downs) | 0 | 3<br>(3 MR) | 3<br>(1 Downs)<br>(2 Emot. Pb.) | 9 | |
| Special Non-Integrated Private Kindergarten | 1<br>(1 Speech) | 0 | 2<br>(1 MR)<br>(1 Downs) | 0 | 3 | 12 Placements in Special Nonintegrated Programs |
| Unknown | 1<br>(1 Dev Lag) | 0 | 0 | 0 | 1 | |
| Totals | 10 | 12 | 12 | 12 | 46 | |

Since some children remained in the preschool two or more years, they appear more than once on the chart.

and there was no control group with which to compare post-preschool adjustments. Further follow-up is needed to determine the length of time project children remained in integrated settings. An analysis of the types and severity of the disabilities is important when considering the success of the continued integration of the project children.

## Strategy 3.0 Staff Evaluations

The processes and instruments used by the Head Teachers, Directors, and Developmental Assistant Teachers to measure the achievement of the competencies sought are discussed in Chapter III, Development of a Teacher Assessment Profile. Figure 39 shows the many avenues in which the Developmental Assistants can evaluate their training program.

## Strategy 4.0 Parent Evaluation

### 4.1 Parent Evaluation of Children

In addition, feedback on progress was obtained from the parents and teachers through the use of open-ended questionnaires and parent/teacher conferences. Some sample responses of the parents to the open-ended questionnaire follow:

"As a parent of two gifted children who have been in the preschool lab integrated program, I can say that their experiences were completely successful and happy. The fact that some of the children with whom they were closely associated had handicaps caused no special problems for my children. They did gain insight into the nature of physical and mental handicaps and the limitations which they can cause. This experience helped them develop a certain empathy.

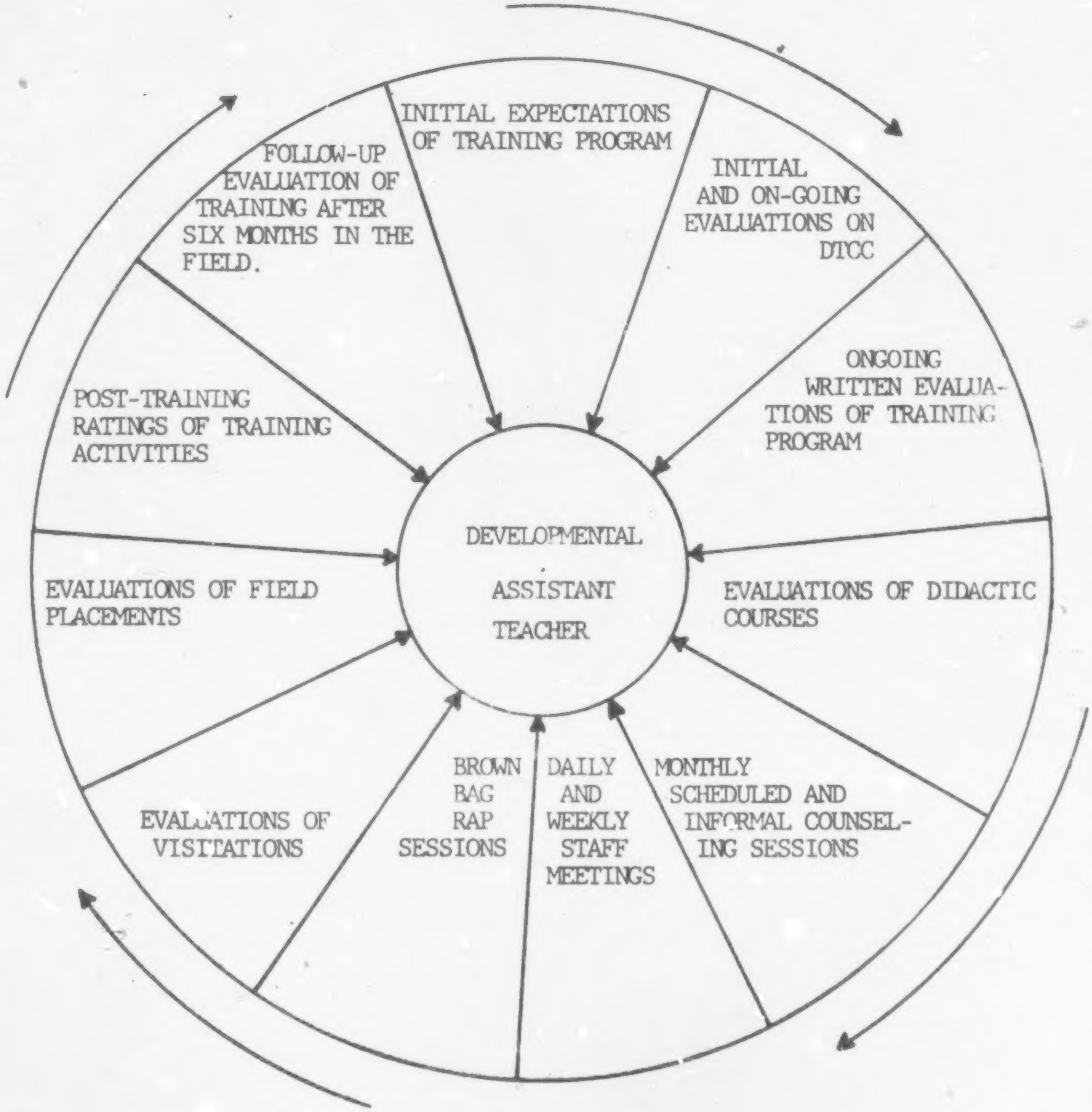
My children in no way seemed to suffer a lack of intellectual stimulation because of their close association with children of limited intellectual functioning. In large part, I think this was due to the excellent teachers and to the structure of the program where each child could give and take at his own level."

M.R

"Having had a child in your program at its inception and another one there now, I honestly feel that the experience has been most profitable and valuable for them. I am pleased that my children have been able to associate in a day-to-day manner with handicapped children with no special emphasis put on them.

Figure 39

EVALUATIONS OF TRAINING PROGRAM BY TRAINEES


INITIAL EXPECTATIONS OF TRAINING PROGRAM
INITIAL AND ON-GOING EVALUATIONS ON DTCC
ONGOING WRITTEN EVALUATIONS OF TRAINING PROGRAM
EVALUATIONS OF DIDACTIC COURSES
MONTHLY SCHEDULED AND INFORMAL COUNSELING SESSIONS
DAILY AND WEEKLY STAFF MEETINGS
BROWN BAG RAP SESSIONS
EVALUATIONS OF VISITATIONS
EVALUATIONS OF FIELD PLACEMENTS
POST-TRAINING RATINGS OF TRAINING ACTIVITIES
FOLLOW-UP EVALUATION OF TRAINING AFTER SIX MONTHS IN THE FIELD.
DEVELOPMENTAL ASSISTANT TEACHER

Hopefully, at an early age, my children have realized that to be handicapped is not be a 'freak'.

I feel that the 'special' children have undoubtedly profited too in that they fit into the classroom so beautifully, that a person unfamiliar with the program could not pick them out of the group (except for obvious handicaps, of course).

I hope that the program will continue."

D.S.

"I feel that the overall experience of the preschool has been wonderfully valuable to Lisa. It is difficult for me to comment specifically on whether her experience with the handicapped children has been profitable because she has appeared to have been only slightly curious as to noticeable differences among the children. Perhaps the main benefit to her has been getting to know handicapped children without regarding them as handicapped, but instead people. Hopefully other long term benefits will appear later."

L.Z.

None of the parents of the "normal" children reported any detrimental effect on their child's development because of the integration, whereas the parents of children with disabilities tended to be enthusiastic in describing improved levels of performance in their children. The following quotations from parents of children with disabilities are typical of the responses received:

"Preschool Evaluation of a Downs Syndrome Boy, Age 5½
May 16, 1975

Dear Dr. Gorelick,

Our son entered the pre-school lab at age 4. Previous to this experience he had attended a school for retarded children. After being there for 2 years we felt the need for change. Our son was 'out-growing' his classmates! He was speaking, most of his classmates were not. He was swinging, sliding, and tumbling on his own, his classmates needed assistance. He was curious and anxious to get moving on into the days' activities and the other children in the classroom were content to sit quietly and wait to be told what to do. He needed more.

During his 2 years at the pre-school lab we have seen various changes. I believe the most dramatic change has been in the area of decision making. In the beginning he spent a good deal of the time observing the other children at play and at the learning centers. Slowly, he became aware that he too was allowed to make a decision regarding what type of activity he wanted to participate in. Most important though, he realized that he was capable of making this choice, and he enjoyed this freedom that was offered to him.

Our son has always been an outgoing little boy, so making new friends was no problem to him. However, because his previous classmates had been unable to communicate through language, he was accustomed to a great deal of physical communication. Slowly, he began to grasp the idea of verbal expression and at present appears to have no difficulty with verbal transactions among his peers. He is not making complete sentences, but with carefully chosen words his classmates now know what he is trying to tell them!

I am sure that when our little boy first entered the playground it must have been a very awesome experience. He had never been exposed to such a variety of play equipment. Not only was he faced with new and strange apparatus, but also found himself in a vast area that was there for him to explore. And explore he did! Again, through observations of other children, and careful guidance from his teachers, he began to set his own limits. He was beginning to realize his capabilities!! He now explores with some caution, seeming to understand his limitations, yet knowing that with effort and concentration he will one day accomplish the task he strives for. Because he has had other children to observe in their vigorous play, he is now performing gross motor skills at a very high level.

I believe that because he has had the opportunity to observe other children apply learning experiences to other areas, he also is able to transfer his experiences to new situations. We are seeing his attention span increase, his level of understanding is now on an upswing, his social interactions are improving, and in given situations he seems to understand what is expected of him and he is responding in an acceptable manner.

Because of his experiences in an integrated classroom, his developmental process has never come to a stand-still. He has been moving ahead right along with his classmates, at a slower pace, yes, but because he is continually observing other children in their growth, he too is growing: emotionally, socially, mentally, and physically. It is only through such a program as is available at Cal State Northridge, that this continued growth pattern is possible. Our son is becoming a thinking, reasoning, happy little individual because he has been exposed to other happy, energetic, exploring children. Because this environment has been available to him, he is becoming a 'whole' person.

Sincerely,

Mr. and Mrs. J.H."

## 4.2 Parents' Evaluations of Integrated Program

The parents' evaluations, reactions, and opinions regarding the integrated program and its effect on their children were solicited. In addition to an attitude questionnaire (See Chapter VI), a brief letter was sent to the parents requesting their open-ended comments on the program (Figure 40 ).

During 1971-75, approximately 35 - 50% of the parents responded to the inquiries. An analysis of their comments shows that the overwhelming majority were positive. The parents' acceptance of the integrated program was most gratifying. They formed a booster group to help raise needed funds to support the program. Some typical responses from parents follow:

"Yes, I do feel that integrating children with handicaps is a good idea when begun in pre-school, as the children are readily accepted as just another child. I don't think the handicapped child would be accepted as readily in higher grades unless the others had been exposed to a program such as this at a young age.

What I feel is most valuable in your program is the way each child is dealt with individually; his needs determined and then efforts made to deal with these needs. I can't speak too highly about the Preschool program and the staff. I'll just mention a few points which impressed me:

- -warmth, and show of affection
- -flexibility
- -advance preparation and organization
- -planning activities with needs of children in mind

We'd like to thank all those who gave our child such a memorable and enjoyable school experience."

C.C.

"I do agree with integrating handicapped children in the class. As an indicator of the effectiveness of the method of promoting positive attitudes towards the handicapped, I offer this observation of Charles. As we were watching TV, a little girl with leg braces (certainly a more obvious handicap than the children Charles has been associated with) was participating in a play. Charles commented "Mommy, look how well that little girl uses that stuff to walk!" He made no mention of her being different - that he could easily see, nor asked me if something was wrong with her. His reaction was positive - admiration. I like to think his being exposed to children different from him has helped develop his attitude."

P.B.

"Most integrated programs are good experiences for any child. I feel this program has been exceptional in all ways. Having a handicapped and a nonhandicapped child in the program I can say that it couldn't have been more profitable for either. Teacher attitude and handling of children, problems, and situations have been exceptional. My handicapped child has benefited so much by being accepted so well by all the other children. He has been highly motivated and does not feel 'different'. I can also see where other children have learned to accept each other for something other than their differences."

Mrs. A.C.

## Strategy 5.0 Field Placement Evaluation

At the outset of the project (1971-72) feedback from the trainees as to the worth of their field placements was obtained during the regularly scheduled conferences with the project staff. The person identified by the special school or agency to supervise the field experience was contacted by the project staff by phone or by visit and was asked to evaluate the trainees' performance in the particular setting. Beginning in 1972, two questionnaires were developed to evaluate the field experiences. One form was used by the trainees (Figure 22) and the other (Short form of the Developmental Teacher Competency Checklist) by their field placement supervisor (Figure 3).

### 5.1 Evaluation of Field Placement by Trainee

The evaluation of the field experiences (Figure 22) by the trainees indicated that the trainees felt that the off-campus placements were an important and very worthwhile part of their training. Among the twenty activities rated each semester, field placements were among the top four in two of the four semesters rated. They exchanged information among themselves about their off-campus experiences. Some expressed the desire to obtain further experience in the off-campus programs.

In one of the special schools for children with handicaps, the trainees reported what they deemed very poor teaching practices in the room to which they were assigned. When the trainees were questioned about changing their assignment, they chose to remain and exert a positive influence on the program. One trainee was hired for a temporary summer position by the agency to which she had been assigned because she was so outstanding.

### 5.2 Evaluation of Trainees by Field Placement Supervisors

From 1972-75 nine Assistant Teachers were evaluated by their field supervisors on the short form of the Developmental Teacher Competency Checklist. These evaluations were compared with their Head Teachers' evaluations of them on the DTCC. There was no significant differences between the two evaluations for two trainees. The placement evaluation was significantly higher for one trainee (.05, F. 4.33,df 2/20).

For the remaining six, the placement evaluations were significantly lower than the Head Teachers' evaluations.

Table 23

Comparison of
Field Placement Supervisors' and Head Teachers' Evaluations

| Trainee | Sig. | F | df |
|---|---|---|---|
| A | .01 | 8.05 | 2/19 |
| B | .01 | 13.29 | 2/20 |
| C | .05 | 4.78 | 2/21 |
| D | .01 | 13.19 | 2/20 |
| E | .01 | 38.21 | 2/18 |
| F | .01 | 27.09 | 2/18 |

### Evaluation of Field Placements

The constraints set by the number of hours the trainees could devote to the off-campus field experiences limited the range and depth of their learning opportunities in special schools. It was felt that more experience in a variety of special segregated settings would have provided the trainees with a greater range of contact with children of different disabilities. In addition, it would have offered the trainees further opportunities to compare the integrated and segregated programs for children with particular disabilities.

## Strategy 6.0 Professional and Advisory Resource Board

At the initiation of the project, a professional advisory and resource board was established. The staff invited a group of individuals prominent in their particular disciplines to serve on the board. The group who agreed to participate on the voluntary board represented a wide range of professions including psychiatry, medicine, early childhood education, special education, psychology, administration, communicative disorders, recreation, and music. Many of the board members were also experts in the fields of Child Development and/or Special Education.

The board met each year during the project. Both written and oral progress reports were presented to the board. Their suggestions, criticisms, and overall evaluations of the work in progress were sought. Approximately one-half of the members of the board attended the scheduled progress report sessions. All board members received copies of the written progress reports and special materials being generated by the project staff.

A typical packet of project materials presented to the board included:

1. "Careers" brochure - Soliciting notices of job opportunities
2. Description of staff and organization of Preschool Laboratory
3. Listing of observers and participants in the Preschool Laboratory
4. Process for selecting project children
5. Procedure for selecting candidates for Developmental Assistant Teachers
6. List of instruments and methods used to collect data on all teachers, university students, children, and parents
7. Listing of project agency affiliations
8. Follow-up on the previous year's Developmental Assistant Teachers
9. Follow-up on the previous year's project children
10. Progress report for the current year.

Some of the board members also served as resource contacts for the field placements of the project trainees, as consultants relative to special problems of project children, as in-service lecturers to the trainees and Preschool Laboratory staff, and as referral sources for children to be enrolled in the project and for job opportunities for the Developmental Assistant Teachers upon completion of their training.

The enthusiasm and support of the board for the project goals and program afforded the project staff both moral and practical assistance throughout the duration of the project.

## Advisory Resource and Evaluation Board Members

| | |
|---|---|
| Peggy Benton<br>Supervisor Personnel Selection<br>Children's Centers<br>L.A. Unified School District | Ray L. Jones, Ph.D.<br>Director, Center on Deafness<br>California State University,<br>Northridge |

Betty Brady
Professor, Educational Psychology
California State University,
Northridge

Rose Bromwich, Ph.D.
Professor, Educational Psychology
California State University,
Northridge

William Bucher, M.D.
Regional Center
Children's Hospital of L.A.

Evis J. Coda, M.D.
Medical Director
Kennedy Child Study Center

David H. Fils, Ph.D.
Training Project Director
Kennedy Child Study Center

Lennin Glass, Ph.D.
Associate Dean
Communication and
Professional Studies
California State University,
Northridge

Elaine Hannah, Ph.D.
Associate Professor
Dept. of Communicative Disorders
California State University,
Northridge

Doris M. Harris, M.D.
Chief, Child Health Division
Bureau of Maternal and Child Health
County of L.A. Health Dept.

William Hirsch, Ed.D.
Principal,
Charles Lowman Elementary School

Stephen J. Howard, Ph.D.
Director Clinical Services
San Fernando Valley Child
Guidance Clinic

Norman Kaplan
Executive Director
Foundation for the Junior
Blind

Carol Kelly
Coordinator Child Development
California State University,
Northridge

Carl Kirchner, Ph.D.
California State Consultant
for the Multi-Handicapped
(until 1974)

Richard Koch, M.D.
Chief of Community Health
Services, Dept. of Health
Sacramento, California

Velva Moore, Asst. Professor
Recreation Dept., California
State University, Northridge

Mary Lou Reilly
Professor, Music Dept.
California State University,
Northridge

Dee Shepherd Look, Ph.D.
Associate Professor - Psych.
California State University,
Northridge

Phillip Smith, Ph.D.
Associate Professor - Psych.
California State University,
Northridge

Jean Tague, Ph.D.
Assistant Professor
Recreation Department
California State University,
Northridge

Frank Williams, M.D.
Medical Director
Julia Ann Singer Preschool
Psychiatric Nursery

## Strategy 7.0 Post-Training Follow-Up of Developmental Assistants

Each semester during the project, a brochure describing the training program was sent to nursery schools in the area as potential sources of employment for the Developmental Assistants. In addition, the Personnel Director of the Los Angeles City Board of Education Children's Centers was invited to interview candidates on campus.

During the first two years of the project, jobs in nursery schools and the Children's Centers were readily available. However, in the last two years of the grant (1973-75), a number of factors resulted in a decrease in the employment opportunities available. These included the general economic recession with its concomitant rise in unemployment, the cut-backs in school budgets, the decrease in school enrollment, and the disappearance of the "teacher shortage". During the next two years of the project the plethora of teachers available with elementary credentials and Masters degrees who were willing to work for the lower salaries and longer hours required in the Children's Centers prevented some of the trainees from obtaining these positions. Because of the change in the employment situation, one trainee was encouraged to take a position offered him several weeks before the termination of his training in the Spring of 1975. A follow-up of the trainees after they completed their training, which was updated in the spring 1975, showed that the majority of former trainees were either employed in an Early Childhood or related program were enrolled in further training.

Table 24 shows the results of the follow-up of 44 of the total trainees who had completed their training by May 1975. Figure 41 is a sample follow-up of former teachers.

A preliminary survey of the group of 12 trainees who are completing their training in the final project period indicates that:

Eight are continuing their studies.
Two are employed in related fields.
Two are seeking positions.

### 7.1 Developmental Assistant Teachers' Rating of Training Activities

Beginning in Fall 1973, the trainees were given a checklist (Figure 42 ) to evaluate the worth of approximately twenty of the major program activities. The activities were ranked using a 1 to 4 scale, excellent to poor.

A summary of the activities receiving the highest and lowest rankings for the years 1973-75 follows:

## Table 24

## FOLLOW-UP ON FORMER TRAINEES

| | Project Periods | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | 1971-1972 | | 1972-1973 | | 1973-1974 | | 1974-1975 | |
| | 1972 | 1975 | 1973 | 1975 | 1974 | 1975 | 1975 | |
| Teacher at Private Preschool or Day Care Center | 5 | 5 | 5 | 3 | 4 | 4 | 5 | |
| Children's Centers | 1 | | 1 | 2 | 1 | | | |
| Teacher Credential Program | 1 | | 2 | 1 | | | | |
| Special Teacher Training Program | | | | | 1 | 1 | | |
| Graduate School | | | 1 | 1 | | | 1 | |
| Undergraduate School | | | | | | | 8 | |
| Special Education or Education Aide | | | | | 2 | 2 | | |
| Related Teaching | | 1 | 1 | 3 | | | 1 | |
| Unrelated Field | | 1 | | | | 1 | 2 | |
| Seeking Positions in Related Field | | | | | | | 2 | |
| Totals: | 7 | | 10 | | 8 | | 19 | |

| Semester | Highest Ranking Activities | Lowest Ranking Activities |
|---|---|---|
| Fall 1973: | 1) Head Teachers Evaluations of Assistant Teachers on the DTCC. | 1) Parent Meetings |
| | 2) Daily Staff Meetings. | 2) Speaker "Permits and Credentials". |
| | 3) Writing Reports on Children. | 3) Feedback on Project Research. |
| | 4) Parent Conferences. | 4) Weekly Staff Meetings. |
| Spring 1974: | 1) Participation in Outside Agencies. | 1) Administering Vineland Tests. |
| | 2) Parent Conferences. | 2) Weekly Staff Meetings. |
| | 3) Speaker: "Dealing with Behavior Problems in Children". | 3) Teacher Estimations. |
| | 4) Writing Reports on Children. | 4) Self Evaluations on DTCC. |
| Fall 1974: | 1) Self Evaluations on the DTCC. | 1) Teacher Estimations. |
| | 2) Head Teacher Evaluations on the DTCC. | 2) Weekly Staff Meetings. |
| | 3) Participation in Outside Agencies and Schools. | 3) Denver Development Screening Test. |
| | 4) Parent Conferences. | 4) Speaker: "Movement and Cognition". |
| Spring 1975: | 1) Speaker: "Non-standardized Assessment". | 1) Tennessee Self-Concept Scale. |
| | 2) Parent Conferences. | 2) Visitation to Casa Montessori. |
| | 3) Writing Reports on Children. | 3) Adjunct Activities. |
| | 4) Speaker: Metric System . | 4) Denver Developmental Screening Test. |

The ranking of the worth of the 1973-75 training activities showed that parent conferences and writing the summary evaluation reports on the children were ranked in the top four activites in three of the four semesters. Head Teachers' evaluations of the Developmental Assistant Teachers on the Developmental Teacher Competency Checklist and participation in outside agencies were ranked in the top four activities two of the four semesters. Administration of the Vineland and Denver tests were ranked in the lowest activities.

## Evaluation of Developmental Assistant Teachers' Ratings

The results of the ranking of activities, with the exception of the few mentioned above, did not provide clear-cut guidelines to follow in adjusting the training program for the next group of Developmental Assistants. Although some activities did not appear in the top four rankings of the checklist evaluation form, the trainees rated many of these activities positively in counseling sessions and on another evaluation form which used a different format. In order to obtain valid input and avoid distortion of results, it is important to use more than one instrument to gather data.

## 7.2 Post-Training Evaluation of Program by Developmental Assistants

The form titled "Expectations and Evaluations of the Training Program" (See Chapter III) was sent to the trainees six months after they had completed the program. The former project assistants were asked to fill out the form evaluating their training in terms of their employment experiences. The responses indicated overall satisfaction with the training. In particular, however, complaints were leveled at the number of university students participating in the program and the large amount of paperwork associated with the grant's data collection tasks.

The individual responses to open-ended statements such as "What I liked about the program" and "What I didn't like about the program" ranged from: "I liked everyone I worked with, the children and the program. Meeting and getting to know parents was also enjoyable. I am still trying to find something that didn't agree with me" to "It was really difficult to meet the needs of the children and the students of the University. There really was a conflict - lessening our effectiveness for one or the other."

## Evaluation

A greater number of former trainees may have responded to a checklist rather than to the open-ended form that was sent. In addition, the responses from a checklist would have made analysis less complex. More effective methods of follow-up of former trainees need to be developed.

## 7.3 Employer Evaluation of Former Trainees

From 1972-75 four trainees were evaluated by their employers on the short form of the Developmental Teacher Competency Checklist. These evaluations were compared with their Head Teachers' evaluations of them on the DTCC.

There was no significant difference between the evaluations for three of the trainees. The employer's evaluation was significantly higher than the Head Teacher's for one trainee (.01, F 12.36, df 1/13).

## Strategy 8.0 Outside Evaluation

A site and program evaluation was completed by two independent evaluators, Dr. Gertrude Wood and Dr. Eddie Williams (See Appendix I for vitaes). Interviews were scheduled (Figure 43 ) with staff, present and former trainees, parents, and employers of the former trainees.

The reports of the evaluators on the achievement of the project objectives were positive. Samples of constructive suggestions include: "They felt a need for some type of 'advanced seminar' to help them cope with practical problems faced in their new positions...." p.1. The need to provide more information about the methods to use in obtaining the services of specialists was expressed by the trainees.

The evaluators encouraged the continuation of daily staff meetings as a "significant professional technique".

Copies of the complete evaluation reports are included in Appendix I .

Figure 37

Molly C. Gorelick, Ed.D.
Project Director, Pre-School Laboratory
California State University, Northridge
18111 Nordhoff Street
Northridge, California 91324

October 23, 1973

Dear Dr. Gorelick,

I want to thank you for all the help you have given us with regard to Kyle.

He is presently attending kindergarten at our local school and loving every minute of it. His teacher is involving him in the class activities and the other children have accepted him overwhelmingly. He has an itinerant teacher that comes to work with him every day and a mobility trainer that comes three times a week. All the people at school that are working with Kyle have very positive attitudes with regard to integration and this helps a great deal.

I feel confident that the program being provided for Kyle at our local school is more than adequate for his needs. He is getting the individual help he needs as well as the social activities with his peers.

I hope that Kyle will be able to continue in this program at our local school and that the doors will be opening to integrated programs in other schools.

Sincerely,

D.M.K.

Figure 38

# CAREERS IN INTEGRATED EARLY CHILDHOOD PROGRAMS
Preschool Laboratory
California State University, Northridge

Molly C. Gorelick

## FOLLOW-UP EVALUATION OF CHILD

To:                                                  Date:

Our former preschooler _________________________ is attending your school at this time. Would you please be kind enough to fill out this follow-up evaluation so that we may assess the effectiveness of our program.

| | Excellent | Good | Fair | Poor |
|---|---|---|---|---|
| I. Cognitive Development | | | | |
| a. Language . . . . . . | | | | |
| b. Knowledge . . . . . | | | | |
| c. Attention Span . . . | | | | |
| d. Problem Solving . . . | | | | |
| II. Psycho-Motor Development | | | | |
| a. Gross Motor . . . . | | | | |
| b. Fine Motor . . . . | | | | |
| III. Affective Development | | | | |
| a. Social . . . . . . . | | | | |
| b. Emotional . . . . . | | | | |
| IV. Creativity . . . . . . . . . . | | | | |

V. Summary

VI. Recommendations

20

lec 6/74

Signature ________________________

Figure 40

Careers in Integrated Early Childhood Programs

Preschool Laboratory
California State University, Northridge

Dear Parent:

Now that the school year is ending, we would like to learn about your attitudes and ideas concerning our preschool.

Do you believe our program, which includes a small number of children with handicaps in each class, is a profitable experience for children? Please comment freely below. Use the back of the page if necessary.

We would appreciate a prompt return of this paper with your comments.

Thank you for your kind cooperation.

Comments ______________________________

Signature (Optional)

## Figure 41

## SAMPLE OF FOLLOW-UP ON FORMER DEVELOPMENTAL HEAD AND ASSISTANT TEACHERS

### Developmental Head Teachers:

Carol R. - Presently instructor of Child Development, supervising teacher and director of Day Care Center at Moorpark Junior College.

Leslye J. - Presently director of Child Development/Head Start for Kings County Community Action Organization, Hanford, California.

### Developmental Assistant Teachers:

Les F. - Presently Head Teacher at Creative Frontiers Private Preschool, Reseda, California.

Natalie S. - Received Standard Elementary Teaching Credential. Presently Speech Therapist in Los Angeles City School System.

Wilma K. - Summer playground director for the Los Angeles City Schools Youth Services. Received Standard Elementary Teaching Credential. Presently director of Day Care Center for Court House witnesses.

Mary Ann D. - Teacher at Creative Frontiers Private Preschool. Teacher-director of Encino Co-op Nursery School. Presently in a graduate program at Oregon College of Education in Early Childhood with emphasis on socially and educationally different, and working at YWCA Infant Child Care Center, Salem, Oregon.

Richard A. - Received his Standard Teaching Credential with Specialization in Early Childhood and certification to teach English as a Second Language. Teacher Corps at Oxnard Elementary School District. Received his M.A. from the University of Southern California. Presently teaching first grade at Port Hueneme, California.

Charlotte W. - Pianist for dance classes. Summer counselor at Camp Cedar Falls (integrated program for emotionally disturbed and language problems). Training program at Julia Ann Singer Psychiatric Nursery. Presently assistant to a private educational therapist.

Linda P. - Summer teacher at Julia Ann Singer Psychiatrist Nursery. Presently teacher at California State University, Northridge Day Care Center.

Tony V. - Presently Recreation Leader in San Fernando Valley for all ages.

Figure 42

CAREERS IN INTEGRATED EARLY CHILDHOOD PROGRAMS
Preschool Laboratory
California State University, Northridge

Molly C. Gorelick          Loretta J. Friedman

## Developmental Assistant Teacher's Rating of Training Activities

Please check each activity according to how helpful it has been to you in your training

| | | Excellent | Good | Fair | Poor |
|---|---|---|---|---|---|
| | Self Evaluations on Developmental Teacher Competency Checklist (DTCC) | | | | |
| | Head Teacher Evaluations of you on DTCC | | | | |
| | Comparisons of Teacher Estimations of Children's Developmental Functioning | | | | |
| | Participation in outside schools or agencies | | | | |
| | Daily Staff Meetings | | | | |
| | Weekly Staff Meetings | | | | |
| | Writing Narrative Summary Evaluation Reports on Children | | | | |
| | Parent Meetings | | | | |
| | Parent Conferences with Teachers | | | | |
| | Video Taping | | | | |
| | Tennessee Self Concept Scale | | | | |
| Assessment Of Children | Peabody Picture Vocabulary Test | | | | |
| | Denver Developmental Screening Test | | | | |
| | Four Shapes | | | | |
| | Adjunct Activities | | | | |
| | Curriculum Class | | | | |
| Visitations | | | | | |
| | | | | | |
| | | | | | |
| Speakers | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | Other: | | | | |
| | | | | | |

Figure 43

## CAREERS IN INTEGRATED EARLY CHILDHOOD PROGRAMS

Project Evaluation

May 27, 1975

### AGENDA

Evaluators:
Dr. Gertrude Wood
Dr. Eddie H. Williams

| | |
|---|---|
| 9 A.M. - 9:15 A.M. | Tour of Facility |
| 9:15 - 10 A.M. | Project & Preschool Staff<br>Molly Gorelick<br>Loretta Friedman<br>Audrey Clark<br>Marjory Joseph<br>Presentation and discussion. Questions regarding Project |
| | INTERVIEWS |
| 10 A.M.-11:15 A.M. | Present trainees:<br>Debbie Alvy<br>Sally Pedersen<br>Lorraine Swerdlow<br>Eugenia Guzman<br>Teresa Orpilla<br>Angela Consolo<br>Charlene Bones<br>Tony Venditto<br>Kathy Farkas |
| 11:15 - 11:45 A.M. | Head Teachers:<br>Gerry Luethy<br>Sandy Rifkin |
| 12:00 - 1:00 P.M. | LUNCH |
| 1:00 P.M.- 2 P.M. | Former trainees:<br>Linda Pappert<br>Richard Amador<br>Pam Czachow |
| 2 P.M.- 2:30 P.M. | Parents of children in integrated program:<br>Miriam Rivers<br>Mr. and Mrs. Ken LaDeaux |
| 2:30 - 3 P.M. | Employers of former trainees:<br>Grace Cargill, AS Children's Center (CSUN)<br>Norma Freeman, Kids Unlimited<br>Mrs. Tapp, Beth Meier Nursery School |
| 3 P.M.- 4P.M. | Summary |

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# Appendix A

## What's In A Label[1]

Molly C. Gorelick

California State University, Northridge

Twenty-five years ago I accepted my first teaching position. By choice, I requested a class of mentally retarded children. Some of my professors tried to discourage me from this choice, saying that I would be wasting my talents. But I disagreed with them. I was a psychology major and I felt that I could learn more about learning, from teaching children who were reputed to have difficulty in learning. I felt that the bright children would learn in spite of me - but the retarded would really put my skill as a teacher to the test.

The first thing I learned from the educable mentally retarded was that the term Mentally Retarded was a label that told me very little about each individual child except perhaps that their I.Q.s fell between 50 and 75 plus or minus a probable error of five points. The label EMR did not tell me that Manuel could solve problems in construction that were beyond my comprehension or that Ralph could draw beautiful designs, or that Margaret's social competencies and sensitivity to others was to be envied.

---

[1] Paper read in Palm Springs, California on Sept. 10, 1974 by Loretta J. Friedman to the Cluster Training Workshop on the Child with Handicaps sponsored by Southern California Resource and Training Center, HEW/Office of Child Development.

[1] Paper presented by Molly C. Gorelick on March 22, 1974 at the Federation of Preschool and Community Education Centers, Inc., Head Start Project Conference: The Child as an Agent of Change held in Los Angeles, California.

As Special Education programs proliferated in the years that followed, we started to label more children and we segregated them from the mainstream of childhood - all in our sincere effort to help them. In California we had created approximately 29 different special categories and proceeded to focus in on the child's disability - his handicap. This emphasis on the child's handicap led to stereotyped conceptions of children who possessed these handicaps. We called them retarded, blind, deaf, cerebral palsied, as if their total physiology, their cognitive and emotional functioning could be described by the label retarded, blind, deaf, and so on. We failed to advertise their many abilities and talents.

After teaching retarded children I taught classes of bright, classes of gifted, classes of slow learners and other children so labeled. I found that there was no such thing as a homogeneous class of children no matter what their label or age. Each child, regardless of his label is a profile of abilities and disabilities. It is time we emphasized abilities rather than disabilities. Another truth that I learned, was that the basic knowledge we possess about how human beings learn applies to all children, that there are no magic teaching formulas and methods which will work for all children or only for special children, that the good teacher assesses each child's strengths and weaknesses and then selects the method or methods which will be appropriate for that child. Thus, it is encumbent upon those of us who are training teachers to ground prospective teachers well in a wide repertoire of teaching styles and methods. Those who are in teaching should continually add new approaches to their existing repertoire so as to be able to reach the individual child.

In September 1971 at California State University, Northridge I initiated a project to train teachers at the preschool level to work in nursery schools integrating children with handicaps.

Our first problem, when we integrated children with a handicap such as Downs syndrome, deafness, blindness, and cerebral palsy into the existing University nursery school, was teacher uncertainty. They asked "What do I do with the retarded child? What do I do with the deaf child?" My answer was, "What do you do with any child who is new to a class?" "How do you communicate if you are in a foreign country? Try that with the deaf child." The teachers were insecure, fearful about their ability to deal with a little child who came to them with a label. Teachers who were considered superior and experienced were suddenly unsure of their teaching abilities - they felt they lacked the skill and training to handle a child with a handicap. Thus, before we can succeed in integrating children, we will have to overcome this insecurity and attitude that only specialized experts can work with children with handicaps.

Those of you who now have children in your classes who are blind, deaf, retarded or with other handicaps have found that these children ride the same tricycles, climb the same jungle gyms, lick their fingers after stirring some delicious mixture, throw sand, hug you or taunt you - in other words they really are children.

We have to develop a new/old breed of teachers - who, like the teacher in the little red school house had to assess each child and plan individualized programs for the wide spectrum of abilities found in a single classroom.

The preschool is a wonderful place to begin the integration of children. Young children can and do accept differences whether they are in race, creed or handicap if their teachers, parents, and the community model such acceptance and eliminate their own fears of differences. We can greatly reduce segregation of children if we break down the mental barriers we have built up concerning differences. Of course, there will be some children for whom special classes are needed. Too frequently, when we change our direction in education we throw the baby out with the dirty water. Let's not eliminate all special nursery classes or specialists but let's look at children as individuals and make placements accordingly.

Above all, let's examine our own fears and prejudices honestly. For example, teachers say "Won't the blind child or the deaf child take an inordinate amount of teacher time? Won't the other children be neglected?" This can, but should not happen. Each and every child in that classroom needs attention and to provide this, you use: assistant teachers, parent aides, high school aides, and community volunteers. Let's not forget that the children themselves can be taught to help each other - even at this very young age. For example, the children in our program quickly imitated the teacher and would turn the hard of hearing child's face toward them when they wanted to speak to him. They would guide the blind child, by saying, "Listen to my voice, Kyle" or "Here, touch this, Kyle".

One mother reported that her four year old son, hearing that their old sick dog couldn't bark anymore suggested that he could teach the dog some sign language. A volunteer who had been tutoring the deaf child had taught the other children in the class some signing.

I believe we now have a tentative (nothing is as constant as change) training model which is successful in making our young trainees and experienced Head teachers feel comfortable and competent to teach in the integrated program.

I would like to read an excerpt from a letter we received from a former Head teacher in our program who left to direct a county Head Start program in central California just a short time ago. When we first integrated children in our program, this very creative, fine and experienced teacher was convinced that she and the program were going to be detrimental to the blind child and the deaf child we had enrolled. She was in the integrated program approximately three years before she left to assume her new position. The following is a quote from her first letter to her former colleagues: "This coming week, we are having an inservice workshop, and the topic is, guess what? 'Integrating the handicapped child into the normal preschool classroom.' They didn't have anyone to lead the workshop, so guess who is going to do it? Right! Me!"

Another Head teacher wrote: "When I first learned of the implementation and goals of the integrated program, my initial reaction was 'It's impossible! Teachers must have special training to work with handicapped children. I won't know how to meet their needs.'

After two years as a supervising teacher in the program, I have learned that it is possible. Not only have I learned it, the concept of the integrated program has become an important element in my educational philosophy. Because when it comes to actual classroom implementation, the goal becomes individualization; the creation of a learning environment where the abilities of each child are assessed, individualized objectives and learning opportunities are designed, so that each child may grow and develop as much as he can in the length of time he is a class member."

In summary, in our preschool project we called our teachers Developmental Teachers because we want to train young people to appreciate and understand the similarities and differences in the development of all children. We want these teachers to feel competent in providing a variety of learning opportunities which will permit the children to develop and grow according to their own individual profile of abilities. Hopefully, these teachers and you too will help eliminate the segregation, and minority status of many young children with handicaps and return them to the mainstream of childhood.

MCG:lec

Revised 5/74

©

## Appendix B

## APPLICATION FOR DEVELOPMENTAL ASSISTANT TEACHER

Date ____________________

Name ______________________________ Birthdate ________ Age ______

Address ____________________________________________
number street city zip

Phone No. ____________ Father's occupation ____________________

Class Level ________ Major ________ Minor ________ Stipend ____ Credit ___

Graduation date ______________ Social Sec. No. ____________________

Single ____ Married ____ No. of Children ____ Citizen ____ Veteran ________

Have you any physical defects? Yes ____ No ____
(If Yes, explain fully below)

Were you ever convicted of any offense other than unlawful speeding or parking of a motor vehicle? Yes _____ No _____

Were you ever discharged from any employment? Yes ______ No ______
(If Yes, explain fully below)

Availability Information:

| | | | | A.M. | P.M. |
|---|---|---|---|---|---|
| Fall | ____ | | Monday | ___ | ___ |
| Spring | ____ | | Tuesday | ___ | ___ |
| Summer | ____ | | Wednesday | ___ | ___ |
| Year | 19___ | | Thursday | ___ | ___ |
| | | | Friday | ___ | ___ |

Education including high school, college, university, other education:

| Name of Institution | Location | Dates From To | No. Months Attendance | Semester Units of College Credit | Diploma or Degree | Date Received |
|---|---|---|---|---|---|---|
| | | | | | | |
| | | | | | | |
| | | | | | | |

Paid Experience in teaching and other related employment:

| Name of School or Other Employer | Location City & State | Position Title and/or Academic Rank | Dates From To | No. Months Employed |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |

Volunteer Experience in related field:

| Name of School or Agency | Location City & State | Position Title | Amount of Time | Dates From To |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |

Financial Status:

How are you financing your present education?

a) Scholarship? Yes _____ No _____ Amount _____ Source _____

b) Loan? Yes _____ No _____

c) Parent or Guardian? Yes _____ No _____

d) Other? Yes _____ No _____

e) Other Dependents (Number) ______

Indebtedness ______________________________

Possible emergency financing ______________________________

References:

University Faculty:

Name Title Dept.

1) ______________________________

2) ______________________________

Former Employers:

Name Agency Address Phone

1) ______________________________

2) ______________________________

Personal References:

| | Name | Relationship | Address | Phone |
|---|---|---|---|---|
| 1) | | | | |
| 2) | | | | |

Are your references on file at the Student Placement Office? Yes_____ No_______

Person to notify in case of emergency:

Name________________________________ Relationship____________________

Address_____________________________ Phone_________________________

Health Status:

Date last physical__________ Skin Test_________ or Chest Xray for T.B.______________

Are you presently covered by health and accident insurance?______________

Agency______________________ Have you missed any school during the past six months due to illness? Yes______ No_____ Describe, if yes_____________

_______________________________________________________________________

_______________________________________________________________________

Please list the courses you have taken in Child Development, Education, Psychology and Special Education:

_______________________________________________________________________

_______________________________________________________________________

_______________________________________________________________________

_______________________________________________________________________

_______________________________________________________________________

_______________________________________________________________________

Accumulated Grade Point Average:_________

Child Development Grade Point Average:_________

Submit a brief handwritten statement about how you became interested in Child Development and what your future aspirations are in the field. Also, please discuss feelings you have about your experience in the field.

MCG/LJF/lec 6/75

## Appendix C

# DEVELOPMENTAL TEACHER COMPETENCY CHECKLIST

Molly C. Gorelick

California State University, Northridge

**INSTRUCTIONS:**

For Self-Evaluation, preface each statement with:

I......................

I know how to..........or

I am able and willing to.....

For evaluation of another person, preface each statement with:

He does.....or she does.....

Fill in the blank after each statement using the following scale:

**SCALE:**

4-Competent in task or area and able to demonstrate for others.

3-Competent, but not quite ready to demonstrate for others.

2-Competent, but there are recognizable gaps or weaknesses which can be handled and corrected by me (the teacher).

1-Weaknesses more than skills. Need for consultant assistance or observing a skilled teacher demonstrate.

0-No background. To handle this task or area need:

a) coursework
b) experience
c) a & b

(In using rating 0 - indicate whether it is 0a; 0b; or 0c.)

N - No opportunity to observe (for evaluation of another person)

# Developmental Teacher Competency Checklist Profile and Progress Report

## Directions for Summary of Ratings

Molly C. Gorelick

An analysis of the results of the Developmental Teacher Competency Checklist is obtained by totaling the ratings in each competency area and dividing by the number of items in that area. At different periods of the year, the columns, numbered I to IV, are used for self and other person's (e.g. supervisor, director, colleague) evaluations. The mean for each area is listed and then plotted on the corresponding column of the profile. The Grand Mean is obtained by totaling the means for each area and dividing by eight (8), the total number of areas.

The profile permits comparisons between the various evaluations. The results are then used as a guide to plan individualized pre or in service training programs.

The material was developed under the project "Careers in Integrated Early Childhood Programs", Grant No. 55-P-45144/9-03.

DEVELOPMENTAL TEACHER COMPETENCY CHECKLIST PROFILE AND PROGRESS REPORT
Molly C. Gorelick

| | I | | II | | III | | IV | |
|---|---|---|---|---|---|---|---|---|
| Evaluator: | | | | | | | | |
| Date: | | | | | | | | |
| | Mean | 0 1 2 3 4 | | 0 1 2 3 4 | | 0 1 2 3 4 | | 0 1 2 3 |
| 1. Classroom Management | | | | | | | | |
| 2. Assessment | | | | | | | | |
| 3. Program Design and Planning | | | | | | | | |
| 4. Teacher/Child Relationships and Management | | | | | | | | |
| 5. Staff and Co-Worker Relations | | | | | | | | |
| 6. Professional Work Habits | | | | | | | | |
| 7. Parent Relationships | | | | | | | | |
| 8. Community Relationships and Resources | | | | | | | | |
| Total of Means: | ☐ | | ☐ | | ☐ | | ☐ | |
| | ÷8= | | ÷8= | | ÷8= | | ÷8= | |
| Grand Mean: | ☐ | | ☐ | | ☐ | | ☐ | |

## DEVELOPMENTAL TEACHER COMPETENCY CHECKLIST

Rating 0 - 4

4=demonstrate for others
3=competent, not ready demo
2=weak, can improve by self
1=weak, need assistance

0=no background, need:
  a) coursework
  b) experience
  c) a & b

N - No opportunity to observe

### 1.0.0 CLASSROOM MANAGEMENT (TASKS)

#### 1.1.0 Equipment and Materials

| | | I | II | III | IV |
|---|---|---|---|---|---|
| 1.1.1 | Follow school procedures for maintaining and supplementing inventory. | | | | |
| 1.1.2 | Check safety of equipment and materials and notify director of problems. | | | | |
| 1.1.3 | Arrange and rearrange equipment and materials to facilitate program. | | | | |
| 1.1.4 | Organize neat placement and storage of materials to permit ready accessibility to children and staff. | | | | |
| 1.1.5 | Design and make materials (software) to implement learning opportunities. | | | | |
| 1.1.6 | Utilize and operate Audio-Visual materials. | | | | |

#### 1.2.0 Attractiveness of environment

| | | I | II | III | IV |
|---|---|---|---|---|---|
| 1.2.1 | Design, arrange and supervise on-going placement of materials for Bulletin Boards and Visual Displays which are attractive and appropriate to program and children's interests. | | | | |

## DEVELOPMENTAL TEACHER COMPETENCY CHECKLIST

| | | I | II | III | IV |
|---|---|---|---|---|---|
| **1.3.0** | **Cleanliness of classroom** | | | | |
| 1.3.1 | Organize and participate with staff and children to clean up after using materials e.g. replace blocks, wipe up spills, tables, run the vacuum over the rug, etc. | | | | |
| | Totals: | | | | |
| | Means : | ÷8= | ÷8= | ÷8= | ÷8 |

## DEVELOPMENTAL TEACHER COMPETENCY CHECKLIST

Rating 0 - 4

| | |
|---|---|
| 4=demonstrate for others | 0=no background, need: |
| 3=competent, not ready demo | a) coursework |
| 2=weak, can improve by self | b) experience |
| 1=weak, need assistance | c) a & b |
| | N - No opportunity to observe |

### 2.0.0 ASSESSMENT

### 2.1.0 On-going Monitoring of Children's Progress (for all teachers)

| | | I | II | III | IV |
|---|---|---|---|---|---|
| 2.1.1 | Assess all children to determine entry levels of functioning in Cognitive, Psycho-Motor and Affective Domains plus Creativity, and record results. | | | | |
| 2.1.2 | Organize a schedule for implementing basic pre, mid and end of semester assessments plus daily ongoing evaluations. | | | | |
| 2.1.3 | Use and interpret non-standardized assessment techniques, such as: non-judgmental observations, time sampling observations, anecdotal records and case studies. | | | | |
| 2.1.4 | Select, administer and interpret appropriate standardized tests, such as the Peabody Picture Vocabulary Test; Caldwell and others designed for teacher use. | | | | |
| 2.1.5 | Keep a written record and file of child's level of functioning obtained from tests, observations, samples of children's work and other sources. | | | | |

## DEVELOPMENTAL TEACHER COMPETENCY CHECKLIST

| | | I | II | III | IV |
|---|---|---|---|---|---|
| 2.1.6 | Prescribe learning opportunities for an individual child or a group based on teacher and consultant derived assessment data (information). | | | | |
| 2.1.7 | Make daily assessments with staff and children to adjust objectives and plans. These can be in the form of discussions with written notations made of decisions. | | | | |
| | Totals for Assistant Teachers: | | | | |
| | Means: | ÷7= | ÷7= | ÷7= | ÷7 |
| 2.2.0 | Head Teacher's Ongoing Monitoring of Developmental Assistant Teacher Progress (for Head Teachers only) | | | | |
| 2.2.1 | Use this checklist to obtain a profile of the assistant teacher's initial competencies and weaknesses. | | | | |
| 2.2.2 | Maintain in assistant's file, the assessment profile of beginning competencies. | | | | |
| 2.2.3 | Utilize the information and data from the initial assessment to employ strengths of assistant teacher and prescribe learning opportunities to eliminate weaknesses. | | | | |

DEVELOPMENTAL TEACHER COMPETENCY CHECKLIST

| | | I | II | III | IV |
|---|---|---|---|---|---|
| 2.2.4 | Provide daily feedback to assistant teachers on level of functioning - strengths and weaknesses. Help the assistant teachers with an ongoing self evaluation monitoring of progress. | | | | |
| 2.2.5 | Use cumulative data to make an end of semester summary of assistant teacher's performance levels. | | | | |
| | Totals for Head Teachers: | | | | |
| | | ÷12= | ÷12= | ÷12= | ÷12= |
| | Means: | | | | |

# DEVELOPMENTAL TEACHER COMPETENCY CHECKLIST

Rating 0 - 4

4=demonstrate for others
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2=weak, can improve by self
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a) coursework
b) experience
c) a & b
N - No opportunity to observe

## 3.0.0 PROGRAM DESIGN AND PLANNING (for all teachers)

| | | I | II | III | I |
|---|---|---|---|---|---|
| 3.1.0 | Design a program based on school's philosophy, knowledge of principles of learning, child growth and development and the results of the assessment of children. | | | | |
| 3.2.0 | Set up objectives in the cognitive, psychomotor, affective and creative domains based on knowledge of the class and individual child's characteristics. | | | | |
| 3.3.0 | Plan objectives for groups and for individual children for specific time periods: | | | | |
| 3.3.1 | Semester | | | | |
| 3.3.2 | Month | | | | |
| 3.3.3 | Week | | | | |
| 3.3.4 | Daily | | | | |
| 3.3.5 | Time modules for a single day. | | | | |
| 3.4.0 | Designing learning opportunities | | | | |
| 3.4.1 | Designing learning opportunities for the group and for individual children. | | | | |
| 3.4.2 | Continually evaluate effectiveness of learning opportunities. | | | | |
| 3.4.3 | Analyze and revise learning opportunities based on child's responses and needs. | | | | |

## DEVELOPMENTAL TEACHER COMPETENCY CHECKLIST

| | | I | II | III | IV |
|---|---|---|---|---|---|
| 3.5.0 | Utilize a repertoire of teaching styles and select a style appropriate to the group, child and particular learning activity and situation. | | | | |
| 3.6.0 | Demonstrate flexibility and creativity in changing procedures to accomplish goals. | | | | |
| | Totals for Assistant Teachers: | | | | |
| | Means: | ÷12= | ÷12= | ÷12= | ÷12= |

3.7.0 Head Teacher's training of Developmental Assistant Teacher (for Head Teachers only)

| | | I | II | III | IV |
|---|---|---|---|---|---|
| 3.7.1 | Develop and clearly delineate a sequential series of demonstrations, learning opportunities and tasks so that the assistant teacher knows her role in the design and implementation of the program. | | | | |
| 3.7.2 | Help Developmental Assistant Teacher to acquire the competencies leading to the assumption of all tasks required of a Developmental Head Teacher. | | | | |
| | Totals for Head Teachers: | | | | |
| | Means: | ÷14= | ÷14= | ÷14= | ÷14= |

## DEVELOPMENTAL TEACHER COMPETENCY CHECKLIST

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a) coursework
b) experience
c) a & b

N - No opportunity to observe

### 4.0.0 TEACHER/CHILD RELATIONSHIPS AND MANAGEMENT

| | | I | II | III | I |
|---|---|---|---|---|---|
| 4.1.0 | Attend to all children in the integrated class. | | | | |
| 4.1.1 | Divide attention and staff among all children in the class so that no child receives an ongoing inordinate amount of teacher time. | | | | |
| 4.1.2 | Set up staff (assistant teacher, student aides, etc.) assignments so that individual children and/or groups are matched to staff who can most effectively work with and relate to them. | | | | |
| 4.1.3 | Deal with extreme positive or negative feelings toward certain children. | | | | |
| 4.2.0 | Provide for and manage diversity in Affective Domain in children who are: | | | | |
| 4.2.1 | Cooperative-compliant (e.g. child who cooperates with rules and regulations.) | | | | |
| 4.2.2 | Apathetic-withdrawing (e.g. keeps to himself; remains aloof; distant.) | | | | |
| 4.2.3 | Angry-defiant (e.g. child who treats other children with deliberate cruelty, screams.) | | | | |

## DEVELOPMENTAL TEACHER COMPETENCY CHECKLIST

| | | I | II | III | IV |
|---|---|---|---|---|---|
| 4.3.0 | Provide for and manage diversity in Cognitive Domain in children who are: | | | | |
| 4.3.1 | very bright or gifted | | | | |
| 4.3.2 | bright | | | | |
| 4.3.3 | average | | | | |
| 4.3.4 | slow | | | | |
| 4.3.5 | retarded | | | | |
| 4.4.0 | Provide for and manage diversity in Psycho-Motor Domain in children who are: | | | | |
| 4.4.1 | without sensory deficits or handicaps and exhibit good gross and fine motor control. | | | | |
| 4.4.2 | blind | | | | |
| 4.4.3 | deaf | | | | |
| 4.4.4 | orthopedically disabled | | | | |
| 4.4.5 | epileptic | | | | |
| 4.4.6 | cerebral palsied | | | | |
| 4.4.7 | who have undiagnosed deficits | | | | |
| 4.4.8 | who have multiple deficits | | | | |
| 4.5.0 | Demonstrate respect for and enhance the behavior of a child. | | | | |
| 4.5.1 | Listen to and respond to a child. | | | | |
| 4.5.2 | Be honest in explanations to a child. | | | | |
| 4.5.3 | Express feelings to a child within the limits of each child's tolerances. | | | | |
| 4.5.4 | Communicate so that child can understand messages. | | | | |

## DEVELOPMENTAL TEACHER COMPETENCY CHECKLIST

| | | I | II | III | |
|---|---|---|---|---|---|
| 4.6.0 | Provide a warm, outgoing and accepting emotional climate. | | | | |
| 4.6.1 | Express warm and positive behaviors such as a smile, an embrace, etc., as an integral part of child/teacher interactions. | | | | |
| 4.7.0 | Provide a safe environment. | | | | |
| 4.7.1 | Provide proper supervision of all activities. | | | | |
| 4.7.2 | Execute emergency procedures in the event of accident, illness, seizures, excessive emotional reactions. | | | | |
| | Totals: | | | | |
| | | ÷26= | ÷26= | ÷26= | ÷ |
| | Means: | | | | |

## DEVELOPMENTAL TEACHER COMPETENCY CHECKLIST

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1=weak, need assistance

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a) coursework
b) experience
c) a & b
N - No opportunity to observe

### 5.0.0 STAFF AND CO-WORKER RELATIONS

| | | I | II | III | IV |
|---|---|---|---|---|---|
| 5.1.0 | Interact harmoniously with staff. | | | | |
| 5.1.1 | Be pleasant and congenial | | | | |
| 5.1.2 | Communicate directly, rather than gossiping. | | | | |
| 5.1.3 | Work as a member of team. | | | | |
| 5.1.4 | Cooperate with the director and/or supervisor. | | | | |
| 5.2.0 | Tolerate criticism. | | | | |
| 5.2.1 | Respond positively to constructive criticism meant to improve or correct work performance. | | | | |
| 5.3.0 | Implement changes (Be independent from supervision) | | | | |
| 5.3.1 | Carry out new procedures, approaches, etc., without need to be reminded. | | | | |
| 5.3.2 | Follow through on own. | | | | |
| 5.3.3 | Be innovative. | | | | |
| | Totals: | | | | |
| | | ÷8= | ÷8= | ÷8= | ÷8= |
| | Means: | | | | |

## DEVELOPMENTAL TEACHER COMPETENCY CHECKLIST

Rating 0 - 4

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2=weak, can improve by self
1=weak, need assistance

0 no background, need:
- a) coursework
- b) experience
- c) a & b

N - No opportunity to observe

### 6.0.0 PROFESSIONAL WORK HABITS

| | | I | II | III | I |
|---|---|---|---|---|---|
| 6.1.0 | Motivation for teaching | | | | |
| 6.1.1 | Display enthusiasm, interest for work. | | | | |
| 6.1.2 | Go the extra mile to achieve results. | | | | |
| 6.2.0 | Punctuality | | | | |
| 6.2.1 | Report to work early enough to prepare for children's arrival. | | | | |
| 6.2.2 | Leave at the end of day after room is clean and program and materials planned for the next day. | | | | |
| 6.3.0 | Maintain and submit all reports on time. | | | | |
| 6.4.0 | Creativity in teaching | | | | |
| 6.4.1 | Demonstrate the ability to plan imaginative and stimulating programs, interventions and relationships. | | | | |
| 6.5.0 | Professional Growth | | | | |
| 6.5.1 | Read current journals in the field. | | | | |
| 6.5.2 | Attend lectures and/or conferences related to field (at least once a semester). | | | | |

# DEVELOPMENTAL TEACHER COMPETENCY CHECKLIST

| | | I | II | III | IV |
|---|---|---|---|---|---|
| 6.5.3 | Enroll in workshops and/or courses to improve knowledge and skills. | | | | |
| 6.5.4 | Join and become active in professional organizations in the field. | | | | |
| | **Totals:** | | | | |
| | Means: | ÷10 = | ÷10 = | ÷10 = | ÷10 = |

# DEVELOPMENTAL TEACHER COMPETENCY CHECKLIST

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1=weak, need assistance

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a) coursework
b) experience
c) a & b

N - No opportunity to observe

## 7.0.0 PARENT RELATIONSHIPS

| | | I | II | III |
|---|---|---|---|---|
| 7.1.0 | Provide clearly defined channels of communication. | | | |
| 7.1.1 | Define the manner in which articulation between home and school can be achieved. | | | |
| 7.1.2 | Set dates for conferences with parents. | | | |
| 7.1.3 | Outline classroom visitation privileges. | | | |
| 7.1.4 | Outline classroom participation privileges or requirements. | | | |
| 7.1.5 | Demonstrate the ability to evaluate and report child's progress in terms of stated objectives and philosophy. | | | |
| | Totals: | | | |
| | | ÷5= | ÷5= | ÷5= |
| | Means: | | | |

## DEVELOPMENTAL TEACHER COMPETENCY CHECKLIST

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a) coursework
b) experience
e) a & b

N - No opportunity to observe

### 8.0.0 COMMUNITY RELATIONSHIPS AND RESOURCES

| | | I | II | III | IV |
|---|---|---|---|---|---|
| 8.1.0 | Interpret the program purposes and goals to visitors and observers. | | | | |
| 8.2.0 | Employ accepted ethical practices in communicating to others about individual children. | | | | |
| 8.3.0 | Identify and locate resources, services and key personnel to implement the child's program or special needs. | | | | |
| | Totals: | | | | |
| | Means: | ÷3= | ÷3= | ÷3= | ÷3= |

List items not covered or suggestions for improving this Developmental Teacher Competency Checklist.

MCG/lec Revised 7/74
(c) 1972

## Appendix D

### DISTINGUISHED LECTURER SERIES 1972-75

| Date | Lecturer | Topic |
|---|---|---|
| Feb. 28, 1973 | Miriam Wilson, M.D. Professor of Genetics, USC Los Angeles County Hospital Medical Center, Member of President's Committee on Mental Retardation. | "Genetics as Related to Child Development" |
| April 4, 1973 | Richard Koch, M.D., Professor Pediatrics, Director of Regional Center for Mentally Retarded, Children's Hospital, Los Angeles. | "Developmental Evaluation In Early Childhood" |
| April 25, 1973 | Henry Slucki, Ph.D. Senior Research Associate Department of Human Behavior USC School of Medicine | "Behavior Modification - Its Application to Young Children" |
| October 10, 1973 | Joan Hodgman, M.D. Professor of Pediatrics, Director of Neo-Natal Special Care Nurseries at Los Angeles County USC Medical Center. | "Evaluation of Maturity in the Newborn." |
| November 14, 1973 | Claire Kopp, Ph.D. Psychologist - Infant Studies Project, Department of Pediatrics, Child Development at UCLA Medical Center. | "Piaget Assessment." |
| December 5, 1973 | Edward Ritvo, M.D., Professor, Neuropsychiatric Institute, UCLA Center for Health Services. | "Clinical Neurophysiological Studies in Autism." |
| March 14, 1974 | Jakob Oster, M.D., International League of Societies for the Mentally Handicapped. Author of Mongolism, the Mentally Retarded Child, An ABZ of Mothers. | "Follow-up over Twenty Years of 526 Cases of Down's Syndrome." |

| Date | Lecturer | Topic |
|---|---|---|
| March 27, 1974 | Wendy Johnston, Ph.D.<br>Professor of Life Sciences<br>Pasadena City College. | "Prepared Childbirth Experience."<br>Film: "The Story of Eric." |
| October 23, 1974 | Solon Samuels, M.D., Diplomate of the American Board of Psychiatry and Consulting Psychiatrist Exceptional Children's Foundation. | "A Transactional Analysis Theory of Child Development." |
| December 4, 1974 | Marvin Weil, M.D., Director of Pediatrics and Neurology, Harbor General Hospital; Associate Professor of Pediatrics and Neurology UCLA. | "Neurological Correlates of Spontaneous Behavior." |
| February 13, 1975 | Dr. Evis Coda, Director<br>Kennedy Child Study Center | "The Mentally Retarded Child in the Family." |
| February 20, 1975 | Edward Ritvo, M.D. | "The Autistic Child in the Family." |
| February 27, 1975 | Mr. Robert Humbert, Director Vocational Independence Program, Foundation for the Junior Blind. | "The Blind Child in the Family." |
| March 6, 1975 | Dr. Ralph Goddard<br>Consulting Psychiatrist<br>Crippled Children's Society<br>Los Angeles | "The Orthopedically Handicapped Child in the Family." |
| March 13, 1975 | Dr. Edgar Lowell, Director<br>John Tracy Clinic | "The Deaf Child in the Family." |
| March 20, 1975 | Dr. Carole Hatcher, Director of Curriculum and Psychologist<br>Spastic Children's Foundation | "The Cerebral Palsied Child in the Family." |
| April 17, 1975 | Frank Hewett, Ph.D. Professor<br>Graduate School of Education<br>University of California, L.A. | "The Emotionally Disturbed Child in the Family." |
| May 1, 1975 | Dr. Ray Barsch, Professor<br>Special Education, CSUN | "The Learning Disabled Child in the Family." |
| May 8, 1975 | Dr. Leo Buscaglia, Professor<br>University of Southern California<br>Department of Education | Video: "Love in the Classroom." |

# Appendix E

## SAMPLE DAILY LESSON PLAN

A. Permanent Displays:

1. Rats
2. Fish Tank

B. On-Going Displays:

1. Magnets
2. Sweet potato
3. Avacado seed and plant
4. Shells
5. House plants
6. Flower seeds planted by children
7. Beans planted by children
8. Salt crystals
9. Evaporation experiment
10. Shape bulletin board
11. Valentine bulletin board
12. Spring bulletin board
13. Height chart

C. Open Shelves with Materials Available to Children at any Time:

1. Puzzles
2. Form board
3. Stringing beads
4. Geo boards and rubber bands
5. Lego
6. Nuts and bolts
7. Crayons
8. Pencils
9. Felt marking pens
10. Scissors
11. Paper

These are frequently removed and other materials put in their place.

D. Housekeeping Area: May be used at any time

1. Refrigerator, sink, stove, pots and pans, dishes
2. Dress-up clothes, shoes, hats, purses.

E. Interest Centers:

1. Art Table: Batiking

   Objective - to create individual designs and experiment with color on cloth. The teacher will be a resource person.

   Materials - staple white cotton cloth (6" x 10") onto shirt cardboard (9" x 12"). Mix one each: red, blue, green, and yellow food coloring with water in margarine cups. 10 eye droppers.

   Directions - children will draw colored water into eye droppers and release liquid onto cotton material. The colors will run together and overlap, creating designs.

2. Housekeeping Area: Corn meal and coffee grounds

   Objective - to provide a media for tactile experience.

   Materials - 30" x 30" shallow plastic tray filled with corn-meal coffee ground mixture on a square table. Large metal spoons, small plastic spoons, plastic medicine bottles with caps of varying sizes placed in tray.

   Directions - child may use hands in mixture, or spoon mixture into bottles or fill bottles using hands.

3. Manipulative Area: Toothpick and pea structures

   Objective - fine motor development, stimulating imagination and problem-solving ability. Teacher will act as a resource person.

   Materials - the night before, take a one pound package of dried whole peas and divide package into three pie tins. Pour over each pan a small bottle of food coloring (one red, one green, one yellow) and add water until peas are covered in colored water. Soak overnight. The next morning, spread peas on cookie tin and bake at $350^o$ for ten minutes.

   For class use: Divide colored peas into margarine cups for individual use and have two boxes of rounded wooden toothpicks available.

   Directions - children will stick toothpicks into peas to build animals or structures.

4. Cognitive Area: Following a pattern

   Objective - learn to follow a pattern

   Materials - Peabody Xylophone, mallet, and colored chips from Peabody Kit spread out on table.

   Directions - child chooses many or few colored chips and connects them in a string. He then takes the mallet and hits the corresponding colored bar on the xylophone to create a melody that is directly related to the assembled pattern of colored chips.

5. Rug Area:

   Objective - cognitive and psychomotor domains

   Materials - alphabet blocks, styrofoam squares, wooden hammers, and nails.

   Directions - the alphabet blocks have animals inside that correspond with the block's letter. The children are to match blocks and animals. They also can interlock blocks or just build with them. The other materials are for hammering into the styrofoam.

F. Outside Time: (45 minutes)

1. Grass Area:

   Tumbling mats and maze are set up for gross motor activity.

2. Patio: Carpentry

   Objective - fine muscle, hand/eye coordination, creativity, social experience.

   Materials - saw horses, saws, hammers, nails, vises, various sizes of wood.

3. Outer Yard: Permanent equipment

   Trikes, wagons, easels and paint, playhouse, sandbox, rainbow climber with sandbox, small slide, ladder box, VW car, gas pump.

G. Snack:

Objective - provide nutrition and encourage socialization.

Materials - oranges, that are quartered, set in baskets. Small paper cups, napkins, two-cup pitchers, milk.

Directions - baskets are placed on tables to be passed around by children. Cups and napkins are placed by each chair. Children will fill their cups by pouring from the two-cup pitcher.

H. Music: Rhythmic activity

Objective - reproduce rhythmic sounds with body and rhythm sticks. Creative and affective domains.

Materials - rhythm sticks for each child. Metronome.

Directions - show metronome and how it works. Demonstrate fast and slow beats. Have children follow movement using rhythm sticks. Then allow children to use whole body to move to rhythm.

I. Story: "Caps for Sale"

Objective - promote listening skills as well as participation through imitation.

Materials - book: "Caps for Sale"

Directions - teacher reads story and encourages participation from children to imitate monkey sounds.

# Appendix F

## Questions and Guidelines in Curriculum Design

by

Molly C. Gorelick, Ed.D.

### I. WHAT ARE THE OBJECTIVES?

A. Source and Screening of instructional objective (Tyler 1950)
   1. Society    Two    Philosophy of Education
   2. Learner
   3. Subject Matter    Screens    Psychology of Learning

B. Taxonomy of objectives (Bloom, 1956) (Krathwohl, et al 1964)
   1. Cognitive
   2. Affective
   3. Psychomotor

C. Typology of objectives (Gorelick 1963)
   1. Global
   2. Major
   3. Minor
   4. Operational

D. Selecting behavioral/operational objectives

### II. WHAT LEARNING OPPORTUNITIES WILL ACHIEVE THESE OBJECTIVES?

A. Appraising learner's entry behavior relative to objective
   1. Written pre-test
   2. Verbal pre-test
   3. Systematic recorded observations
   4. Other

B. Appraising how student learns - recognizing that learners differ in:
   1. Sense modalities employed in learning
   2. Drive, interests, motivation
   3. Rate at which learning takes place
   4. Step size of material learner can handle
   5. Reactions to teaching styles
   6. Nature of learning strengths

C. Utilizing principles of learning in designing and selecting teaching materials and activities

  1. Discriminability of stimulus
  2. Invariance
  3. Focus of attention
  4. Active response
  5. Repetition
  6. Reinforcement (primary or secondary)
  7. Feedback
  8. Branching
  9. Relevant practice
  10. Teach for transfer
  11. Overlapping

## III. HOW SHALL THESE LEARNING OPPORTUNITIES BE ORGANIZED?

A. Criteria

  1. Continuity
  2. Sequence
  3. Integration

B. Elements

  1. Concepts
  2. Values
  3. Skills

C. Principles

  1. Learning Hierachies (Gagnē 1968)
  2. Chronological
  3. Simple to difficult or vice versa
  4. Geographical expansion
  5. Logical
  6. Psychological

## IV. HOW SHALL THE ACHIEVEMENT OF THE OBJECTIVES BE EVALUATED?

A. Assessing change in terminal behavior

  1. Written post-test
  2. Verbal post-test
  3. Systematic recorded observations
  4. Other

B. Utilizing results to determine effectiveness of instructional paradigm

  1. Identify appropriate improvements
  2. Eliminate weaknesses
  3. Implement and extend effective and desirable outcomes

# Appendix G

OFFICE OF THE GOVERNOR
STATE CAPITOL
AUSTIN, TEXAS 78711

DOLPH BRISCOE
GOVERNOR

March 13, 1974

Dr. Molly C. Gorelick
California State University, Northridge
18111 Nordhoff Street
Northridge, California 91324

Dear Dr. Gorelick:

I read with interest a description of your work with the integration of handicapped preschoolers in Education Daily.

In Texas, as in many states, there is emphasis on getting at least the mildly handicapped children into the regular classroom. We call this emphasis "Plan A" and it is generally being implemented successfully. It is an expensive program, however, and legislators tend to be interested and concerned about expensive programs!

Our office has been charged with the task of investigating the effects of the mainstream concept, not only on the handicapped children, but the regular students as well. We are also interested in identifying the characteristics of programs which are particularly successful.

It appears to me that the work you are doing at California State University relates to our interests. I would be very appreciative if you could send me additional information on your project, what you are doing, the effect you are having, and the tools you have developed.

Thank you.

Sincerely,

Ronald M. Howard

Ronald M. Howard
Director of Evaluation
Governor's Office of Educational
Research and Planning

RMH:jg

CENTRAL SUSQUEHANNA INTERMEDIATE UNIT
**P. O. BOX 213 — LEWISBURG, PENNA. 17837**
**717-524-4431**

May 2, 1974

Dr. Gorelick
California State University
18111 Nordhoff Street
Northridge, California 91324

Dear Dr. Gorelick:

I have just finished reading a review of your work (Report on Education Research March 13, 1974) integrating various kinds of handicapped children into regular pre-school programs. I have been working with the same thrust for three years.

I would appreciate:

1. A more complete reprint of your work
2. The Developmental Teacher Competency Checklist - and any guidelines for its use
3. How would I get a copy to review, buy or rent your film "A Child is a Child"

I am delighted to read about your work. I am administrating a program in a rural Appalachian region, where both pre-school centers and children with various deficits are widely spread.

Your program's emphasis not only fits the geographical and population characteristics of my area, but placing handicapped children in a normal peer group will always maximize the social learning possibilities. We work in Day Care centers, and Head Start programs. Enclosed are program descriptions of the two models I use here.

Thank you for any help you can give me.

Sincerely,

Adrienne M. Levin
Supervisor, Pre-School Programs

AML:mkc

Enclosures

WILSON RILES
Superintendent of Public Instruction
and Director of Education

STATE OF CALIFORNIA
DEPARTMENT OF EDUCATION
STATE EDUCATION BUILDING, 721 CAPITOL MALL, SACRAMENTO 95814

March 6, 1974

Dr. Molly C. Gorelick
Associate Professor and Project Director
Pre-School Laboratory
California State University, Northridge
Northridge, California 91324

Dear Dr. Gorelick:

Some time ago you were kind enough to send me a set of descriptive materials regarding the project "Careers in Integrated Early Childhood Programs" which equips teachers with the particular competencies needed for the integration of handicapped children.

I have forwarded the materials to Mr. Leslie Brinegar, in order that he and the other members of the special education staff will have the opportunity to familiarize themselves with the special program of Northridge.

As you know, the Master Plan for Special Education has a particular emphasis on serving as many of the handicapped as possible in the regular school program. Properly equipped and sensitive regular school staffs will be critical to the success of this aim. Your program may be able to help us as we begin to gradually implement the Master Plan.

Thanks very much for sharing this program information with us.

Sincerely,

Wilson Riles

WILSON RILES

WR:DPG

**Province of Manitoba**
**Department of Education**

Robert Fletcher Building
1181 Portage Avenue
Winnipeg, Manitoba
R3C 0V8

May 9, 1974

Dr. Gorelick
California State University
Northridge
18111 Nordhoff Street
Northridge, California
91324

Dear Dr. Gorelick:

I read with interest a brief article on your research in the Report On Education Research. We are examining the various components of special education with a view to planning for and implementing mandatory legislation. As is often the case, many of our teachers in the Manitoba Public School system are unprepared to work with handicapped children in the integrated classroom even with competant backup supports. Consequently, in-service and pre-service is of high priority in the successful implementation of mandatory legislation. The plan you have developed for teaching teachers to teach has a number of aspects that sound good and I would like to know more about it, i.e., in what way is the process carried out, what is the time frame, the prerequisite skills (if any), the follow-up and if you've identified certain special supports that are necessary to the integrated classroom. Certainly, the Developmental Teacher Comptency Checklist as well as any other information you might gather together would be appreciated.

Sincerely,

Campbell

Sharon E. Campbell
Economist - Education Planning

SEC/lb

**dubnoff center**
For Child Development and Educational Therapy

*June 10, 1974*

*Ms. Molly Gorelick, Ed.D.
California State University, Northridge
Pre-School Lab Project
18111 Nordhoff Street
Northridge, California 91324*

*Dear Dr. Gorelick:*

*Your pamphlet titled "Preschools Willing to Integrate Children with Handicaps" has been extremely helpful to us both in referring families who call us wanting a program and for finding schools for children who for one reason or another have to leave our program.*

*I spoke on the telephone to your secretary and requested that she send Villa Esperanza in Pasadena a copy of the pamphlet. I also requested five additional copies for members on our staff who frequently make referrals to families.*

*I realize that the demand for the pamphlets has been great and that your supply is limited. If you cannot supply us with as many as five more copies, we will certainly understand and appreciate what is available.*

*Sincerely,*

Arlene Rich
pw

*Arlene Rich
Educational Therapist
Handicapped Children's
Early Education Program*

*AR/pw*

10526 Victory Place · North Hollywood, California 91606 · (213) 877-5678 / 984-3604
LICENSED BY STATE DEPT. OF MENTAL HYGIENE / MEMBER OF L.A. REGION WELFARE PLANNING COUNCIL NON PROFIT SCHOOL / NON SECTARIAN

Douglas-Cherokee Head Start
City Education Building
Alcoa, Tennessee 37701

April 18, 1974

Dr. Molly C. Gorelick
California State University, Northridge
18111 Nordhoff Street
Northridge, California 91324

Dear Dr. Gorelick:

As Staff Development Coordinator of the seven-county Head Start Program here in East Tennessee, I would like to request that you send us further information regarding the training tools mentioned in the March 27, 1974 issue of Report on Education of the Disadvantaged -- specifically the film, "A Child Is A Child" and the Developmental Teacher Competency Checklist.

We are trying to gear up to quality performance in our efforts to mainstream handicapped children in our Head Start Program, and I am hopeful that your tools might prove useful during our pre-service training efforts in August and September.

Thanks for your efforts in this field, and additional thanks for your attention to this request.

Sincerely,

Kaye Davis
Assistant Director
Douglas-Cherokee Head Start

**FFICE OF THE LOS ANGELES COUNTY SUPERINTENDENT OF SCHOOLS**

CHARD M. CLOWES, *Superintendent*

August 20, 1974

Molly C. Gorelick, Doctor of Education
Preschool Project Director
"Career and Integrated Early Childhood Programs"
Home Economics Department
California State University, Northridge
Northridge, California 91324

Dear Dr. Gorelick:

I would appreciate it if you would forward a copy of the directory identifying preschools which integrate children with handicaps.

I intend to use it in my role as a school psychologist as well as a model for proposing a similar resource in the different geographic locations in Los Angeles County.

Thank you for your cooperation and material in this matter.

Sincerely yours,

Wylie T. Captain

Wylie T. Captain, Psychologist
Diagnostic Education Team
Language Disorders
Division of Special Education

WTC:jd

LOS ANGELES COUNTY EDUCATION CENTER • (213) 922-6111
9300 EAST IMPERIAL HIGHWAY · DOWNEY, CALIFORNIA 90242

EASE

**II INTERNATIONAL CONGRESS ON SPECIAL EDUCATION**
**II CONGRESO INTERNACIONAL PARA LA EDUCACION ESPECIAL**

MADRID (ESPAÑA), 25–28 JUNIO 1974

MARIA SORIANO
Presidente del Comité Ejecutivo
Oria, 1
Tlfs. 261 04 21
MADRID-2

Madrid, July 3, 1974.

Dr. Molly Gorelick
600 June Street
Los Angles, Calif. 90004
U.S.A.

Dear Dr. Gorelick,

I hereby take the opportunity to thank you for having sent us the very interesting film, "A Child is a Child," which Prof. Eloisa Lorenzo handed over to us.

It was shown during the Congress here in Madrid with great success, and people showed great interest in the subject.

The Congress, I think, can be called a great success with around 2,000 people assisting, and I think it was a great opportunity for collegues from all over the world to meet and discuss this so important theme.

Onee again I want to thank you, and please notice that if I can be of any further help to you don't heasitate to write me.

Yours sincerely,

Maria Soriano

María Soriano

MS/gst.

## Appendix H

## CONFERENCES AND LECTURES

| Date | Conference | Topic | Location |
|---|---|---|---|
| March 1972 | American Association on Mental Deficiency Region II - USC | Film Festival Seminar. | University of Southern California - Los Angeles |
| 1971-1972 | McDonnel School for the Handicapped (lecture) | "Toilet Training the Retarded." | East Los Angeles |
| | Stoner Elementary School (lecture) | "Individualizing Instruction." | West Los Angeles |
| | Cooperative Preschool of Glendale Methodist School (lecture) | "Understanding Differences in Abilities." | Glendale |
| | Spring Caravan - Southern California Association for the Education of Young Children (SCAEYC) | "The Preschool Laboratory and Setting." | Preschool Laboratory, California State University, Northridge |
| | California State College - San Jose<br>California State College - Fullerton | Member of audit team Title VI Projects for training teachers of TMR | California State University, San Jose.<br>California State University, Fullerton. |
| August 1972 | International Congress of Psychology | "I'm Ready Mom, Are You?" | Tokyo, Japan |
| September 1972 | National Rehabilitation Association | "University Students' Attitudes Toward the Mentally Retarded: A Decade After Kennedy." | Puerto Rico |

| Date | Conference | Topic | Location |
|---|---|---|---|
| November 1972 | American Association on Mental Deficiency | "Drugs for the Special Student-Facts and Fallacies." | University of California at Los Angeles |
| January 1973 | Teachers of Individualized Learning (TOIL) | "Educationally Handicapped." | Los Angeles City High School |
| January 1973 | Center for Training in Community Psychiatry | "A Teaching⟷Learning Paradigm in Counseling Parents of MR." | Los Angeles |
| January 1973 | California State Psychological Assn. | "Is There a Consensus in University Students' Course Expectations?" | Oakland |
| February 1973 | California Assn. for the Education of Young Children | "Integration of Children with Handicaps into the 'Normal' Preschool." | Los Angeles |
| March 1973 | American Association on Mental Deficiency-University of Southern California | Film Festival Seminar | Los Angeles |
| April 6-7, 1973 | American Association on Mental Deficiency Region II | Extend knowledge in the field. | San Diego |
| April 22-28, 1973 | Council for Exceptional Children (National) | To disseminate information about the project | Dallas |
| May 28-30, 1973 | American Association on Mental Deficiency (National) | "Attitudes Toward the Retarded" paper presented. Film: "A Child Is a Child" shown. | Atlanta |

| Date | Conference | Topic | Location |
|---|---|---|---|
| September 10, 1973 | Southern California Resource and Training Center - Head Start | Paper: "What's in a Label" and film: "A Child Is a Child" and "I'm Ready Mom, Are You?" shown. | Palm Springs |
| September 15, 1973 | National Rehabilitation Association (California) | Discussion about the project and film: "A Child Is a Child" shown. | Long Beach-Queen Mary |
| September 22, 1973 | Santa Barbara County Health Department | Conducted workshop on Sex Education for the Mentally Retarded. | Santa Barbara |
| November 7-10, 1973 | National Association for the Education of Young Children | Discussion about the project and film: "A Child Is a Child" shown. | Seattle |
| December 7, 1973 | California Interagency Council on Family Planning | "Sex Education for the Mentally Retarded". | San Diego |
| December 7, 1973 | Southern California Association for the Education of Young Children, SCAEYC Caravan. | "What's in a Label" and film: "A Child Is a Child" shown. | California State University, Northridge |
| January 28, 1974 | University of California, Los Angeles - UCLA Graduate School of Education Dean's Council | "Integrating Children with Handicaps". | University of California, Los Angeles |
| February 15, 1974 | Fourth Interdisciplinary Seminar: Piagetian Theory and Its Implications for the Helping Professions | "Classification of Concept Representations". | Los Angeles USC |

| Date | Conference | Topic | Location |
|---|---|---|---|
| March 1, 1974 | American Association on Mental Deficiency Region II | Co-Chairman of Film Festival, 1974. Film: "A Child Is a Child" shown. | Los Angeles |
| March 1,2, 1974 | California Association for the Education of Young Children | "A Child Is a Child" shown. | San Diego |
| March 22, 1974 | Federation of Pre-School and Community Education Centers Inc. - Head Start Project | "The Child with a Handicap". Film: "A Child Is a Child" shown. | Los Angeles |
| April 14-20, 1974 | Council for Exceptional Children | "Teacher Self-Assessment Processes: Preparing Teachers for Integrated Settings". | New York |
| April 25-28, 1974 | Western Psychological Association | "Predicting Preschoolers' Activity Choices". | San Francisco |
| June 2-8, 1974 | National Institute of Mental Retardation-AAMD National | Co-Chairperson of Film Theatre | Toronto, Canada |
| November 22, 1974 | National Association for the Education of Young Children | "Classification of Concept Representations Schema". | Washington, D.C. |
| December 11, 1974 | Vista Del Mar Adoption Guild (lecture) | "Heredity and Environment - Important Factors in Your Child's Development". | Los Angeles |
| December 13-16, 1974 | President's Committee on Mental Retardation | Participated in Group Seminar. | San Francisco |
| March 7, 1975 | American Association on Mental Deficiency | Film Festival Seminar. | Los Angeles, USC |

| Date | Conference | Topic | Location |
|---|---|---|---|
| March 7, 1975 | California State Psychological Assn. and California Assn. of School Psychologists and Psychometrists | "Mainstreaming Children with Disabilities - A Word of Caution." | Anaheim |
| April 2, 1975 | Pacific Oaks College (lecture) | Presentation of findings of the "Careers" project. | Pasadena |
| April 24, 1975 | Council for Exceptional Children | "The Right Start: Early Education". | Los Angeles |
| May 18-23, 1975 | American Association on Mental Deficiency | Film Theatre Seminar. | Portland, Oregon |

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# Appendix I

## VITAE

Gertrude Wood

Ed.D., University of Southern California, 1950.
Los Angeles County Superintendent of Schools Office (Retired)
Ten years coordinating the Child and Youth Study Program.
Six years Chairman of Inter-Departmental Committee on Early Childhood Education.
Six years coordinating programs for Gifted children and youth.
Coordinator (Director) of five annual conferences on Early Childhood Education.
University teaching: University of Southern California;
University of California, Los Angeles;
University of Maryland.
Currently free lance consultant to public and private schools and to universities.

CAREERS IN INTEGRATED EARLY CHILDHOOD PROGRAMS

California State University, Northridge

## PROJECT EVALUATION FORM

By

Gertrude Wood, Ed.D.

Please write your evaluation under each Project Objective.

I. Establish and develop new careers positions for students whose terminal degree would be the baccalaureate or masters. Provide letters of completion of training for integrated preschool positions as follows: a) Clinical Director; b) Developmental Teacher; c) Developmental Assistant; d) Student Aide.

Students were interviewed representing various career positions, or levels of career preparation.

a) Child development majors, recreation majors, graduate students who had completed 1-2-or 3 semesters in the Project Program and served as aides.
b) Advanced Project trainees with majors in child development and psychology who were serving as developmental assistant teachers.
c) Former trainees of the project who are employed in public schools as preschool or early childhood teachers and as developmental teachers in child care centers.

The core training program will provide knowledge and competency in:

1. Understanding differences in the growth and development of preschool children in cognitive, motor and affective domains.

In interviews with the employers of former trainees of the project, all agreed that this group had remarkable understanding of individual children, use of equipment and materials, how to plan environmental "set-ups" but need further help in working with groups of children. Employers were very impressed with the comprehensive understanding of individual children, in their "caring" attitudes toward all children (handicapped and normal) and in the superior skills they had in working with parents.
Former trainees who were interviewed and are now employed in public and private early childhood education schools, child care centers, and nursery schools expressed the feelings of confidence in their understanding the children with whom they worked. However, they felt a need for some type of "advanced seminar" to help them cope with practical problems faced in their new positions away from the more ideal training situation of the project - e.g., (1) how to maintain their idealism, (2) how to apply their knowledge and skills which may be beyond "real life" working situations, (3) more training in working with parents, and (4) how to bring in specialists and resource people that were now readily available at the project training center.

2. Employing standardized measures and designing clinical instruments for assessing pre- and post-intervention behaviors.

   Beginning and advanced students(trainees) discussed their knowledge and use of clinical instruments for assessing needs and characteristics of children. It appeared from their comments, specialists usually administered tests and assessment instruments and the meaning and interpretation of such information was gained through staff meetings and lab sessions at the project center. Since none of the employed former trainees mentioned these techniques, but did state the need for knowing more about obtaining services of specialists, the training program might bring more emphasis on which techniques can properly be used by teachers and how specialized help can be obtained.

3. Constructing behavioral objectives for groups and individual children.
4. Prescribing appropriate learning opportunities for groups and individual children.
5. Changing prescriptions based on systematic assessment.
6. Designing innovative materials and methods for use with preschool children of varying abilities.
7. Maintaining adequate records.

   Comprehensive records are maintained for each child in the Lab Preschool. Trainees frequently referred to specialized and informal records, standardized tests(Binet, Peabody, Denver Developmental Scale, etc.), in their project training in understanding and learning to appreciate the differences and similarities of children both normal and handicapped. No specific mention was made by trainees regarding constructing behavioral objectives, but this could have been due to the evaluators not asking specific questions regarding this.
   The attitudes of the trainees and former trainees reflected a total and holistic view of children as individuals, of course this is always a question in any type of teacher education how articulate are teachers and others in specifying the approaches to the study of children to their application to "prescriptions".
   Through daily staff conferences focused upon children, trainees are learning how best to plan(prescribe) and re-assess(change prescriptions) programs and methods needed by children. Much emphasis seems to be placed on these significant professional techniques in the training project.

   In observing the project preschool facilities, there was much evidence of innovative materials and methods and reflected knowledge of individual differences among young children as learners.

8. Budgeting and purchasing parsimoniously for the program.

   There was no opportunity to study and review the budget. However, as was indicated above, innovative materials and equipment were observed in the preschool facilities. Most were made by trainees, staff or parents and were obviously designed to meet the needs of the various types of children who attend the school. The facilities are attractive and functional.

9. Conducting parent conferences and involving parents in the program.

   Parents as well as advanced trainees discussed the many ways parents are involved in the program. Parents are free to come to the school at any time rather than on a scheduled basis. Trainees get to know the parents as they bring and pick up their children. Some parents are students at the University and are able to have more frequent contact with the staff and trainees. A parent group meets monthly with discussions by specialists, activities for parents to help in the school program, socials, etc. A formal parent conference with teachers and trainees are held once a month. Parents reported they learned what to look for in good schools for their children.

10. Interpreting the goals of the program to the on- and off-campus community.

    Parents and trainees expressed the need for greater visibility for the project. Parents and trainees seem to learn about the preschool through university announcements, newspaper articles, and professors teaching in other departments. This is often true for new and experimental programs and it is difficult to predict the values of over-exposure.

II. Extend and utilize existing on- and off-campus resources in the training for new careers.

1. Enrich training through utilization of various department faculties and resources.

   All trainees and former trainees discussed the many lectures, discussions, lab sessions, and class meetings with faculty members from other departments of the university - Psychology, Speech, Recreation, Home Economics, Music, Art, Physical Education. Such contacts were appreciated but there seemed to be a general feeling that theoretical materials brought through these contacts were not as realistically helpful as were the curriculum lab and regular staff meetings offered by the project center. Again, this frequent controversy of "theory into/vs. practice".

   The great value of specialists and resource persons in assessing and demonstrating techniques with children was most frequently expressed by all persons we interviewed.

2. Provide field experiences to on- and off-campus day care centers, private and public preschools and clinics.

   The field experiences gained by assignments to on- and off-campus childrens centers was again one of the most frequently and positively mentioned.

3. Utilize the on-campus multi-media audio-visual department.

   Use of video-taping of working with the children was highly rated in both greater understanding of children and for trainee self-appraisal.

III. Promote positive accepting attitudes in college students (who will be entering various professions) toward the retarded and children with developmental lags in non-segregated programs.

This was not discussed in the interviews, however, frequent statements were made by trainees and parents that all persons working in this integrated preschool developed greater feelings of understanding of all types of children, that any negative feelings toward handicapped children that may have existed were no longer present. Trainees, former trainees and directors of preschools and child care centers agreed that not more than 3 handicapped children per 18 or 20 be placed in an integrated classroom and that a ratio of one adult to five children was needed plus a full range of specialist services.

IV. Conduct in-service training programs for resident staff; public and private preschool teachers and administrators.

This area was most frequently mentioned by all interviewees. All agreed that the inservice training programs were the most helpful of all other aspects of the program. Inservice activities discussed were: the curriculum lab; daily and weekly staff meetings; assignments as participating observers to the preschool site, to other schools, child care centers, etc.; monthly parent group meetings; and close contact with project staff and specialists who came to work with or test the children.
One interesting suggestion was made that an advanced seminar be arranged for former trainees who are now employed. Such seminars could focus on"so-called" practical problems these people meet when first employed in "outside" schools and centers and could encourage further study and professional growth.

# VITAE

Eddie H. Williams, Ed.D.
Associate Professor - School of Education
Chairman, Department of Special Education
University of Southern California

Experience:

University professor - seven years
(Special Education and Child Development)

Director of Speech and Language Clinic - one year

Public School Teacher:

- Primary (K-3) EMR - two years
- Intermediate (6-8) EMR - two years
- Educationally Handicapped - one year
- Regular Classroom - four years

Both graduate degrees in Mental Retardation - Minors in Measurement.

# CAREERS IN INTEGRATED EARLY CHILDHOOD PROGRAMS

California State University, Northridge

## PROJECT EVALUATION FORM

Please write your evaluation under each Project Objective.

I. Establish and develop new careers positions for students whose terminal degree would be the baccalaureate or masters. Provide letters of completion of training for integrated preschool positions as follows: a) Clinical Director; b) Developmental Teacher; c) Developmental Assistant; d) Student Aide.

Interviews with trainees, former trainees, and employers indicate that this objective has been met for all four positions.

The core training program will provide knowledge and competency in:

1. Understanding differences in the growth and development of preschool children in cognitive, motor and affective domains.

   The employers volunteered several statements indicating that former trainees were particularly competent in recognizing individual differences in cognitive, motor, and affective development in children. This concept appeared to be integrated into every activity within the program and has been well mastered by the trainees.

2. Employing standardized measures and designing clinical instruments for assessing pre- and post-intervention behaviors.

   The procedures utilized for assessment were well defined - interviews with personnel and trainees indicated that assessment was systematic and resulted in individualized programs.

3. Constructing behavioral objectives for groups and individual children.

The interviews indicated a stronger emphasis upon individual rather than groups in regard to behavioral objectives. There appeared to be a stronger emphasis on experiential sequences for specific developmental characterisitcs rather than a pure behavioristic approach; however the trainees were knowledgeable regarding behavioral objectives and reinforcement theory and related this to some approaches used with children with developmental lags.

4. Prescribing appropriate learning opportunities for groups and individual children.

The program was rated outstanding in this regard. Numerous examples were cited to substaniate this - many included specifics relating to exceptional (gifted and handicapped) children.

5. Changing prescriptions based on systematic assessment.

The daily staff meetings were viewed as an excellent modality for systematically individualizing programs. This was also an excellent learning experience for trainees and was viewed by them as being one of the strengths of the program.

6. Designing innovative materials and methods for use with preschool children of varying abilities.

Input from all interviews indicated that the curriculum lab contributed significantly to the over-all effectiveness of the program. Methods and materials were innovative but additionally were theoretically sound and conducive to developmental approaches of learning.

7. Maintaining adequate records.

Excellent systems of record keeping as well as statistical treatment of data are employed.

8. Budgeting and purchasing parsimoniously for the program.

Well defined, clear, precise.
The use, care, maintanence of materials, supplies, etc. was outstanding. Innovative uses of many inexpensive items in the learning environment was apparent.

9. Conducting parent conferences and involving parents in the program.

Interviews with parent groups were positive. Parents conduct their own organization and function as a support group. Excellent involvement of trainees in parent conferences.

10. Interpreting the goals of the program to the on- and off-campus community.

The trainees felt a need for a stronger liason between the Center and other departments within the University.

The parents indicated that press coverage in the community and in Los Angeles in general had been excellent.

II. Extend and utilize existing on- and off-campus resources in the training for new careers.

1. Enrich training through utilization of various department faculties and resources.

The trainees indicated that more specialized instruction, guest lectures, workshops, etc. from other departments in the University and outside agencies would increase their competence in working with handicapped children. They felt that more information on community resources and child advocacy would be helpful.

The special instruction from University departments dealing with Speech and Hearing, Art, Music, Physical Education were evaluated as excellent.

2. Provide field experiences to on- and off-campus day care centers, private and public preschools and clinics.

These were evaluated by the trainees as being excellent experiences. Many indicated a need for more visitations and field experiences.

3. Utilize the on-campus multi-media audio-visual department.

Excellent utilization of these resources. The self-evaluation through video taping was a successful training procedure. The over-all use of multi-media was exemplary.

III. Promote positive accepting attitudes in college students (who will be entering various professions) toward the retarded and children with developmental lags in non-segregated programs.

Excellent opportunities are afforded the entire University for observing and participating in a non-categorical preschool program. Observation facilities are well designed and allow for this kind of learning to occur with no interruption to the learning environment.

IV. Conduct in-service training programs for resident staff; public and private preschool teachers and administrators.

In-service training was evaluated as very effective by trainees and personnel as well as administrators and staff from other preschool programs. Training in individual assessment and innovative curricular design was rated as outstanding.

V. Demonstrate the use of methods for insuring on-going open communication between school, home and community.

The interaction among parents, trainees, and personnel was very positive and open. This was evaluated as a strong component of the program.

VI. Follow up of former trainees and project children.

A systematically designed follow-up technique has been employed.

MCG:lec